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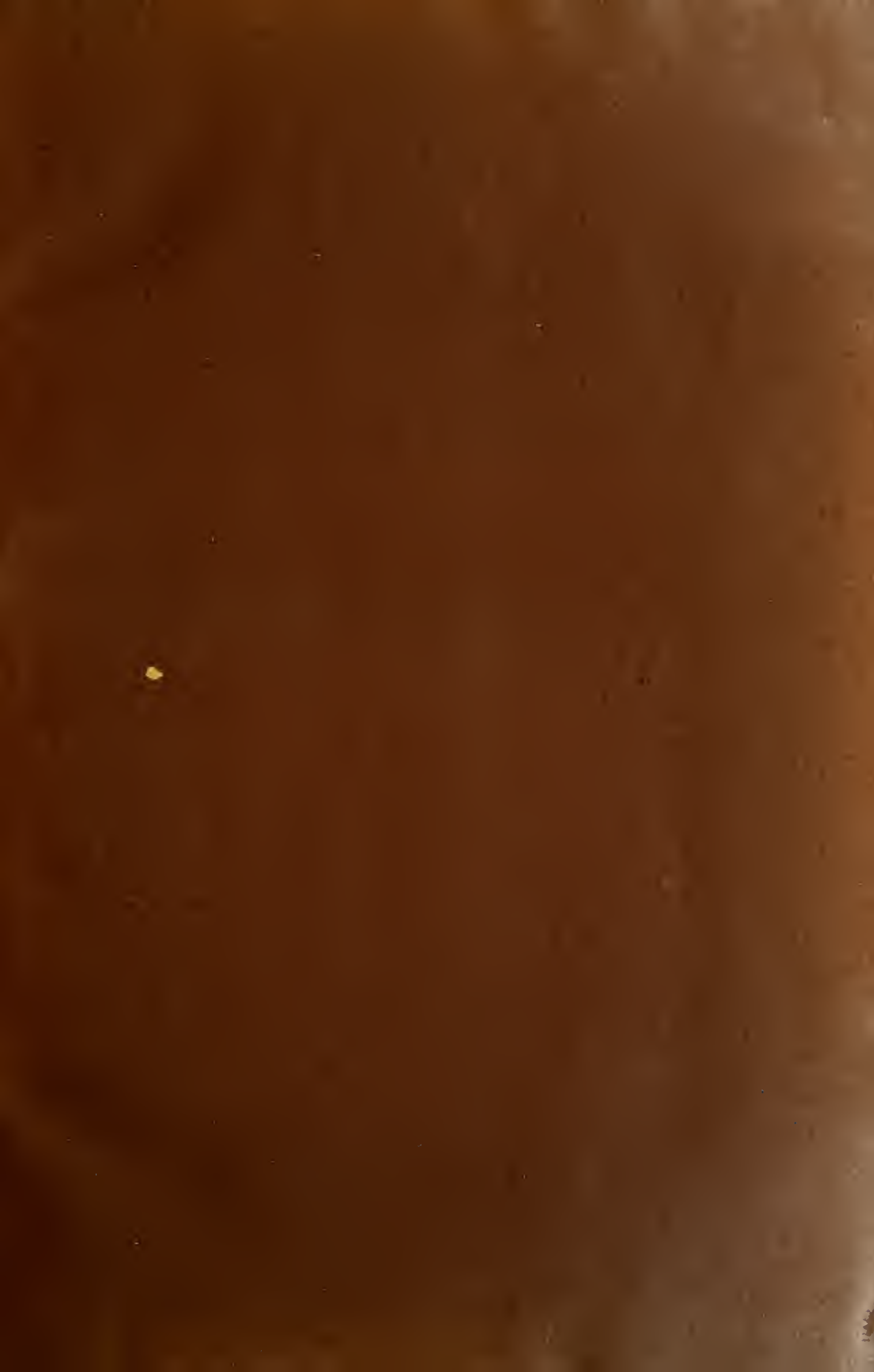

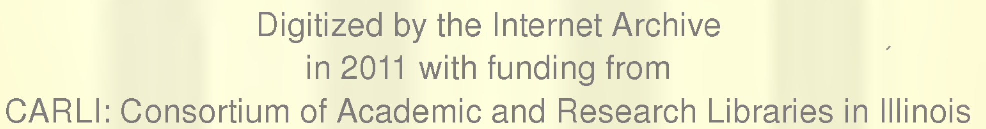
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THE KINDERGARTEN--PRIMARY MAGAZINE

VOLUME XX
September, 1907---June, 1908

THE KINDERGARTEN MAGAZINE COMPANY
150 Nassau Street, New York, N. Y.

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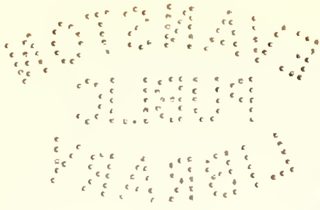
NEW YORK



Index to Volume XX

1907---1908

A Baker's Dozen For City Children......... 123

A Carpenter Builds Shelter For Some Animals—Katherine G. Church............. 128

Address at the International Congress of Mothers', Washington, D. C., of Senorita Estefania Castenada. Supervisor of National Kindergartens, Mexico, and Representative of the Kindergarten Press of Mexico City.. 335

An Indian Legend of the Corn............. 39

A Tour Through New Orleans (Illustrated)—May C. Nobles....................... 206

Art Work In the Kindergarten and Primary Grades—Robert Dulk............47, 90, 130

Autumn Festivals—Marie Ruef Hofer....... 86

Camera Culture in the School Room—Robert Dulk 8

Child Study Questionnaire—Mrs. Frances C. Holden 165, 254, 303

Difficulties of Celebrating Christmas—Mary Schaeffer 127

Digest of Domestic Magazines—Bertha Johnston 34, 68

Dr. Maxwell's Welcome to the Representative of Mexican Education.................. 291

Fifteenth Annual Convention of the I. K. U.—Provisional Program 250

Fifteenth Annual Convention of the International Kindergarten Union, New Orleans, La., March 30, 31, April 1, 2, 1908, The—Harrietta Melissa Mills 337

Important to I. K. U. Members............. 251

Froebel's View of Play and Work—Fraulein Heerwart 1

How a City Child Feels About Nature—Alwin West 252

International Kindergarten Union......209, 250

International Kindergarten Union, The—Its Future in Relation to Other Educational Organizations—Bertha Payne 325

International Kindergarten Union, The—Its Origin. Why It Was Organized.—Caroline T. Haven 331

Its Past—What It Has Accomplished.—Annie E. Laws 333

Impressions Derived From Visits to the Kindergarten—An Experienced Teacher......

Kindergarten Education in Mexico (Illustrated)—E. Lyell Earle, Ph. D..........

Mothers' Meetings and Reading Circles—Jenny B. Merrill, Pd. D.....17, 68, 81, 125, 161, 203, 255, 300,

National Education Association, Cleveland Ohio ....

Neighborhood House Play-ground, Louisville, Ky. ....

Notes from the Field................18,22,

Patrick Maloney McKlooligan, Practical Instructor—Eunice Janes Gooden..........

School Diet—A. P. Reed, M. D.............

Some Rhymes and Plays...............126,

Some Stories About Tommy—Anne Burr Wilson 15, 50, 86, 119, 162, 205,

The Kindergarten in New Orleans

Free Kindergartens—Eleanor McMain..

Public School Kindergarten System—Nicholas Bauer...................

New Orleans Normal Kindergarten Training School—Margaret C. Hanson.....

Recreative Plays and Games.—Mari Reuf Hofer ....

Educational Value of Bookbinding, The—Sarah J. Freeman.............156, 210,

Kindergarten Program, The—Harriette Melissa Mills.................2, 41, 73, 170,

Place of the Mother Play in the Training of Kindergartners, The—Laura Fisher......

Problem of City Play-grounds, The—Dr. Henry S. Curtis....................23,

Thoughts Suggested by the Kindergarten Exhibit at New Orleans, H .M. M...........

Right of a Child To His Religious Inheritance, The—E. Lyell Earle, Ph. D.............

Water Cart, The—Words by Lileon Claxton. Music by Isabel Valentine..............

True Independence In Childhood—Carrie M. Boutelle ....

Index---Continued

ACTICE DEPARTMENT

by Day With Nature—For the Kindergarten and Primary Grades—Mary A. roudfoot..........11, 37, 78, 121, 177, 344

Water and Its Correlated Interest—Mary A. Proudfoot 257

Program For Kindergartens 257

Plans for Primary Grades............ 258

Story of a Raindrop, The............. 261

Mill, The—Words by Mary A. Proudfoot. Music by Frederick J. Long.......... 262

Brooklet's Story, The................ 262

Winter Subjects: Snow and Ice—Mary A. Proudfoot, B. S................. 177

A Winter Song—Words by Mary A. Proudfoot. Music by Lydia F. Stevens 181

Wool and Sheep..................... 212

Frost, Ice, and Snow................ 214

Chickens, The 307

A Queer Little Chick—Words by Mary A. Proudfoot. Music by Frederick J. Long 309

Moon's Story of a Family of Chickens, The (Translated from Hans Andersen) 310

Message of Spring.—Mary A. Proudfoot, B. P. 353

awing, Paper Cutting, etc—Lileon Claxton. 88, 131, 167, 215, 263, 316

othing as a Kindergarten Topic, with Suggestive Story, Songs, and Games—Frances Denton 218

ears of Berne, The—Bertha Johnston...... 219

ur Play Corner—Teresa Y. Hatch......... 220

ostman, The (Words and Music)—Lileon Claxton and Isabel Valentine............ 221

aith of a Little Child, The—Marie E. Hoffman 222

ecreative Games for the Schoolroom—Marie Ruef Hofer 159, 305, 342

layhouse Corner—Bertha Johnston........ 266

unatic's Will—Exchange................ 267

PEDAGOGICAL DIGEST DEPT.

Industrial Education—Bertha Johnston.. 183

Digest of Foreign Periodicals—Prof. F. Muench 32, 140, 190, 237, 321

Talks to Teachers—E. Lyell Earle, Ph. D. 30, 57, 92

Manual Training Up-To-Date—Bertha Johnston 95

Continuation Schools of Germany—Prof. F. Muench, Ph. D................. 103

Review of Anniversary Report of the N. E. A.—Bertha Johnston............. 104

Editor's Notes on New York City—E. Lyell Earle 110

Progress of Education in Italy—Will S. Monroe in U. S. Bureau Education Report 267

Training of the Exceptional Child, The...... 273

Education In Mexico.................... 279

Discussion of Kindergarten Education in the Sixth Yearbook, Part II, of the National Society for the Scientific Study of Education, The—E. Lyell Earle, Ph. D.................... 224

Southern Educational Association in Convention 230

Education in Louisiana—Bertha Johnston 232

Kindergarten in Louisville, Ky., The.... 234

News Notes 240

Celebration at the Normal School for Lady Teachers, Mexico............ 319

Reciprocal Visit of American Teachers to Europe 320

Book Notes—Bertha Johnston..69, 107, 192, 146, 237

Moral Education of Children, The—Bertha Johnston 133

Notes From the Field................. 141

Magazine Notes—Bertha Johnston..34, 107, 142, 238

Nature Study—Bertha Johnston 60

Tuskegee Institute, An Industrial Community for Industrial Education—Booker T. Washington 153

Value in the Santa Claus Myth—Alice M. Corbin 129

What Does the Play-ground Do For the Winter Child?—Miss K. G. Billings.......... 29

What Should the Public Do For the Care and Training of Children Before They Are Admitted to the Public Schools—Ada Van Stone Harris..................... 197

Physical Education—Bertha Johnston....... 354

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Volume XX. JUNE— 1908 Number 9

The Kindergarten-Primary Magazine

MANISTEE, MICHIGAN, and NEW YORK, N. Y.

THE KINDERGARTEN MAGAZINE COMPANY, Publishers

Devoted to the Child and to the Unity of Educational Theory and Practise from the Kindergarten thru the University

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CONTENTS, JUNE, 1908

The International Kindergarten Union—Its Future in Relation to other Educational Organizations. - - - - - *Bertha Payne* - 325
Mothers' Meetings and Reading Circles - - - - - *Jenny B. Merrill, Ph.D.* 328
Thoughts Suggested by the Kindergarten Exhibit at New Orelcans, H. M .M. - - - 329
The International Kindergarten Union—Its Origin. Why it was Organized. *Caroline T. Hav n* - 331
Its Past—What it has accomplished. - - - - *Annie E. Laws,* - 333
Adress of the International Congress of Mothers, Washington D. C. of Senorita Estefania Castaneda, Supervisor of National Kindergartens, Mexico, and Representative of the Kindergarten Press of Mexico City, - - - - - - 335
The Fifteenth Annual Convention of the International Kindergarten Union, New Orleans La, March 30, 31, April 1, 2, 1908. - - - *Harriette Melissa Mills* 337

PRACTICE DEPARTMENT

Recreative Plays and Games, - - - - - - - - *Mari Ruef Hofer,* - 346
Day by Day With Nature in the Kindergarten and Primary Grades. - *Mary A. Proudfoot B. S.* 348

PEDGAOGICAL DIGEST DEPARTMENT

Physical Education, - - - - - - - - *Bertha Johnston* - 354
National Educational Association, Cleveland, Ohio, - - - - - - - - 360

THE KINDERGARTEN-PRIMARY MAGAZINE is published on the first of each month, except JULY and AUGUST, from 278 River Street, Manistee, Mich.

THE SUBSCRIPTION PRICE is $1.00 per year, payable in advance. Single copies, 15c.

POSTAGE IS PREPAID by the publishers for all subscriptions in the United States, Hawaiian Islands, Philippine Islands, Guam, Porto Rico, Tutuila (Samoa), Shanghai, Canal Zone, Cuba, and Mexico. For Canada add 20c. and for all other countries in the Postal Union add 40c. for postage.

NOTICE OF EXPIRATION is sent, but it is assumed that a continuance of the subscription is desired until notice of discontinuance is received. When sending notice of change of address, both the old and new addresses must be given.

REMITTANCES should be sent by draft, Express Order or Money Order, payable to The Kindergarten Magazine Company. If a local check is sent, it must include 10c. exchange.

ALL COMMUNICATIONS should be addrest to the New York office, Suite 1203,150 Nassau Street, New York, N. Y.

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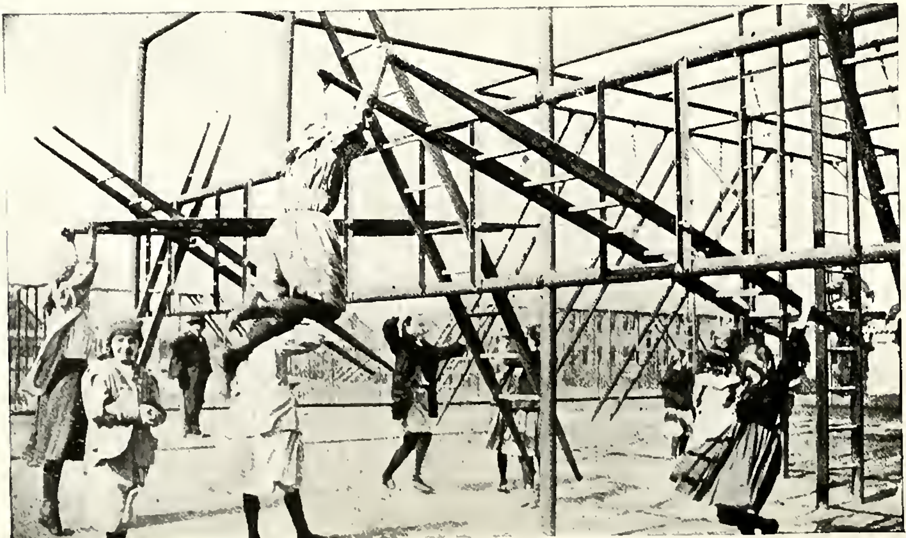

"The children frolic over the horizontal bars and up and down the ladders."

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The Kindergarten-Primary Magazine

Vol. XX—SEPTEMBER, 1907—No. 1

FROEBEL'S VIEW OF PLAY AND WORK

By FRAULINE HERWART, Germany

We all know that the human being is organized for doing work and that each of us must take a share in the universal activity that surrounds us everywhere. The very instinct of imitation makes us do what others do; movements even of inorganic bodies invite us to move, also objects, such as clocks, windmills, bells, and even more so we imitate living objects, like the swimming of fishes, flying of birds, running of dogs. Inactivity means death and stagnation, movement means life.

The structure of our body is pliable; it is filled with a fluid element which makes it grow through its nourishment and pulsing energy; it leads to strength, power, success and creative result. This characteristic of the human being inspires us to be workers among our fellow-men and it inspired Froebel to help every child to become a real human being, to further its small efforts, to stimulate its feeble powers, to draw out its slumbering energies.

This view is the secret of the kindergarten method of education of the school and of every thinking parent, of every educator more or less.

Work will, when it approaches the child in relation to its strength, be a pleasure, not a drudgery; it will greet us as a privilege, not as a punishment; it will help to overcome difficulties; it will grow with increasing power and produce cheerfulness, ease, happiness. This delightful state does not come suddenly in later life; it has its beginning in early life and in gentle habits; it commences in the arms of the mother, on the knees of the father when he rocks the child and sings to him.

We who are acquainted with Froebel's Education of Man, and with his book for mothers, recognize at once the passages in the first chapter of Professor Hailmann's translation and the pictures and explanations rendered into English by Miss Josefine Jarvis, or in Miss Blow's, Miss E. Harrison's and others' admirable works written for the use of mothers, teachers and children, where we read how they interpreted Froebel's intentions. His books are so full of meaning that they give us new lessons each time we open them, so comprehensive that they lead us into depths and heights, which we did not see before. Froebel is ever a philosopher, as Dr. Harris said,—When we look at the picture of the weather-vane, our glance is turned up on high and all around, or at the flower-basket, we discover color, odors, shapes, which arouse our love for the beautiful. If we read in the "Education of Man" we see that work is on a parallel line with religion and it shows us the example we have to follow. God works and if we count ourselves His children we must imitate Him in spite of our weak human power. And if we call ourselves Christians, we follow the footsteps of Christ. He worked while He was on earth; He walked the streets of Jerusalem, the shores at Lake Genesarth, visited the homes of Martha and Mary, helping, healing, comforting, teaching everywhere He went.

Open the pages of the "Education of Man" and read pages 12, chapter 11, or page 30; God creates and works productively, on page 32. Jesus says, "My work is to do the will of Him who sent me."

For all kinds of work of usefulness God gave us limbs, senses, muscles, above all a heart and a head, as well as daily opportunities. He placed us in the midst of fellow-men, of nature's beauties and of examples all around. What kind of beings should we be if we did not take part in the progress, movement and creative work that surrounds us everywhere? The child itself teaches us that it owns a spark of the universal life and it is our duty to trace the germs of child-life in order to lead the child in the way it has a tendency to go. What we often fail to understand is the feebleness of the child's efforts, the small end of its life; but once caught hold of the child will lead us on, till we understand each other, till it feels our guidance along the road of its wishes and we understand the growing child along the road of our educational thoughts, provided they are logical and connected.

The failure of many an educational system is that it pulls at a string different from the child's.

Must we not at first have studied God's, Nature's and human laws, before we can teach them to the child? Must we not be active, creative and imitable before we can attempt to train the powers in a child? All this Froebel saw and expressed in the words, "Come, let us live with our children"; he also saw the opportunities for developing the senses with which the child should enter into the world consciously with open eyes from day to day. The kindergarten is the place in which it can be done, unless the home, the family, has understood already how to prepare the child for life's duties.

There is no work too small that leads to the fulfillment of our manifold duties, and duties will henceforth be not a burden but a pleasure.

Work will seem a privilege and no task.

How beautifully does Froebel show this in the pictures of grass, mowing, in the carpenter, the wheelwright, the baker, the charcoal burner, the joiner.

One picture shows the domestic scene, the other the industrial, the third the historical. Most distinctly Froebel points out the connection between the humble work of the charcoal burner with the necessities of daily wants between the blacksmith and the simple home, where spoons, knives, forks are needed to bring the daily food to the child. The modest implements are accompanied with gentle talk and musical voice. A child thus brought into workshops learns to see beauty in the fitness during the work of the busy man; it will appreciate his industry; it will thus be filled with pleasant pictures from early years. It will not be frightened at the brawny arms, but it will listen to the "measureed beat and slow" while the mother sings a rhyme to it; the child learns that toiling and rejoicing go together, that "something attempted" leads to, something done, leads to "earning a night's repose"; it will sing with the mother, "Thanks, thanks to thee, my worthy friend." Work, music and poetry are thus combined.

It strikes us forcibly that three great men, though far apart in time, space and experience had the same thought. Froebel, when showing the child in the workshop of the blacksmith, Handel, when composing a melody to the strokes of the blacksmith's hammer, and Longfellow, when writing his poem, "The Village Blacksmith." In music for the kindergarten, Supplement I, page 16, the reader will find a game which combines this thought. The child is introduced through play to poetry, music and activity.

From imitating the work it will learn the beauty of work and become an industrious worker in later life.

Every game should have this aim in view, or else it will be an empty pastime without meaning. After every game in the kindergarten the child ought to have learned something worth being remembered, something that has opened a new vista of the world, something that leads a step higher. In every game the movements should be in harmony with the surrounding world, as in the weather-vane, the grass-mowing, the baker.

"There is a deep meaning in children's play."

As Schiller says, a word which Froebel thanked him for when writing to Schiller's daughter. "Work and play mean the same thing, each unfolds the human powers, each gives pleasure, health, and brings us nearer to our destiny, that of a harmonious, conscious child of God."

THE KINDERGARTEN PROGRAM.

Harriette Melissa Mills.

VI.

THE PROBLEM OF SUBJECT-MATTER. GENERAL SURVEY.

For the benefit of those who have not read the preceding numbers of this series, published in Vol XIX of the Kindergarten Magazine, it may be well before entering upon the treatment of the subject matter of the program, to restate the positions that have been taken in foregoing discussions. The identity and universality of all educational problems have been maintained from the beginning. It has been assumed that these problems present four constant conceptions, which are constitutive and regulative of all educational endeavor. The are:

I. The nature and need of the human being to be educated.

II. The aims of education.

III. The subject-matter that constitutes the course of study.

IV. The method which will render the subject matter effective in realizing the aim of education and, at the same time, provide the nurture which the developing human being needs.

In the discussion of the first of these conceptions we found the positions assumed by the great educational reformers--Comeninus, Rousseau, Pestalozzi and Froebel— and also those by modern psychologists, believing that the points upon which general agreement can be established furnish the safest working hypothesis for present endeavor; for when the theories of each educator have been divested of that which is partial, and circumscribed by ephemeral conditions; when one educator has been

compared with another and each with all to ascertain the points wherein the theories and practices of one contradict and throw discredit on the others,—there remains a residuum of truth to which each subsequent advance in knowledge offers clearer verification; and further, this residuum of truth is found to be characterized by dynamic power, which includes allurement as well as propulsion.

The implications of this essential truth are: first, that all educational activity is conditioned primarily by the nature and need of the human being to he educated, and that this human being contributes the energies and activities essential to its own growth and development; and second, that the correlative factor in the educational process is furnished by the experience content of life as it has been continuously tested in the crucible of social relationships, and slowly fused into a progressive civilization. And further, the agent who energizes to control experience, and the experience to be controlled, are both subject to the law of evolution, and, alike, present three constant factors, namely, unity, activity, and development. Activity is the mode by which the agent reveals the unitary character of its life of physical, intellectual, and spiritual import, and is, also, the instrument of its progressive realization. Activity is also the mode by which civilization has developed—not in an unbroken movement, since, viewed in its totality, its progression has been retarded at many points by periods of retrogression. From the point of view of society, or civilization, the educational process makes for the conservation and transmission of that experience content, which is believed to be of enduring worth; it is, therefore, one of the agencies whereby relative permanency of societary conditions is established. Yet here is presented only half of the educational process. From the point of view of the individual, the movement is extended to include the "preservation of the present" and to indicate the direction in which human endeavor is going in order to produce a future. The individual, indeed, repeats the processes and products of race development, because the characteristics of race experience are stamped upon the physiological and psychical aspects of its life-whole; however, the products of activity are not confined to the repetition of static models, but are capable of infinite variation. Thus the educational process develops under a two-fold, yet one movement that comprehends within its activity the conservation and transmission of the relatively permanent facts and worths of race experience, and at the same time seeks the development of the experience—fulfilling and producing capacities of the individual, since the progress of civilization depends upon the exercise of the "propensities to variation" in its individual members. Thus, while the indebtedness of the present to the past is increased from age to age, the responsibilities and opportunities for a more abundant individual and societary life are proportionately increased.

It becomes, then, the primary problem of the kindergarten, as of all other forms of educational endeavor, to further the interaction processes between the individual and his environment—understanding the term "environment" to include everything that immediately conditions his life, and all the more remote circumstances that have contributed to the development of race life.

In the discussion of the second universal problem—the aim of education—the position has been assumed that aims and purposes, practical and ideal, have developed simultaneously with the developing nature and progressive needs of human life. In dealing with the concepts of activity and development in their relationships to individual and race life, it is necessary to postulate an integrating end, or aim, to be achieved as the outcome of activity. The ceaseless process of change from lower, or incomplete, to higher and more perfect modes of living is linked with the system of purpose which underlies all existence. What these purposes are, it is man's duty to learn, interpreting each lower expression of life in terms of its highest development. It is a demand of intelligence, that life be stated in terms of purpose. In the meaning of education to the individual and to the society, of which it is a recognized agency, lies the aim of education. An historical survey of the aims of education indicates that they have been subject to the law of evolution. In the ascending scale of civilization, as it can be traced through Militarism and Industrialism into its present humatarian stage, it is possible to find evidence that the realization, or achievement of purposes has ever given rise to a new purpose, the allurement of which constitutes a new determinant to activity. Static achievement is unthinkable. If activity is assumed to be the fundamental factor in the becoming process of life, then the idea of absolute position is forever excluded. Activity is movement, retrogressive and progressive. Whatever trend the movement of existence may take, activity must be conceived as the agent of the becoming process. In its positive movement, it is the primary factor in producing a larger and richer life. In its negative movement, it leads to the impoverishment and declension of life.

The aim of life is freedom—freedom for the individual and freedom for humanity. It is not a gift; it must be won through the exercise of man's endowment of self-activity in overcoming the tensions and dissatisfactions which arise between conditions conceived as ideal, and the unideal aspects of immediate existence. Again, both the history of civilization, and social philosophy indicate that whatever progress the race has made toward the realization of freedom has been through the increasing domination of the humanitarian ideal, the goal of which is the complete humanization of the individual and of mankind. Purposeful education accelerates this movement when it conserves the riches of human experience, and through careful selection and arrangement, transmits them to the individual who must not only appropriate the ideals that have won freedom for humanity thus far, but, in the interest of progress, must make them the instrument of a more comprehensive freedom. Purposeful education may lay stress upon appropriative activities mainly—as in Eastern civilizations where the tendency has been to arrest development upon a previously achieved plane; or purposeful education may afford opportunities for the functioning of adaptive as well as appropriative activities, and encourage their exercise—as in Western civilizations. Indeed, herein lies one of the crucial problems of educational procedure; namely, how transmit the accumulated riches of human experience so that their relative permanency be not characterized by rigidity? and how encourage and foster individual initiative and efficiency, and still keep these powers in leash that their product may contribute to the perfecting of the conditions of living? It is the office of education to deal with these two modes of activity, the union of which yields a permanent capacity for progress in its individual and societary aspects. Assuming, then, that the result of these activities makes for the realization of the aims of life as a whole, it follows that when the kindergarten program is consciously dominated by these aims, a freedom, practical and relatively ideal, may be won for childhood.

The foregoing discussions should make clear the common ground of educative endeavor. The survey that has been made will fail of its purpose if it does not bring before our minds the fact that no real dualism can exist between the child as the object

of the educative process, and human experience as its subject-matter. We should be able to see clearly that the needs of the individual and the needs of humanity are identical; and, further, we should discern that the principles which govern the processes by which these mutual needs are met must be as unmistakable when interpreted for the nurture of child life, as when interpreted for the development of civilization. We do well to seek the guidance of universal principles in determining educational procedure; but the proof of the universality of these principles depends upon their applicability to all the varying conditions under which the individual and the race are searching for their birthright—then freedom through complete humanization.

Before entering upon the discussion of a program, the subject-matter of which is selected in an attempt to realize the humanitarian ideal, we may profitably consider, somewhat briefly, the general views that have dominated program making since the origin of the kindergarten. Into the historical development of general school curricula, it is not my purpose to enter; yet for those who would understand the subject of the kindergarten program in its completeness, the study of school curricula will prove very illuminating. There are at least three attempts to formulate a course of study, the underlying principles of which shed much light upon the kindergarten program. They are, notably, the courses of study formulated by Dr. William T. Harris,* Dr. John Dewey,! and Professor Rein.!! Helpful as

*See "Psychologic Foundations of Education."
"School and Society."
"Child and Curriculum."
"The Elementary School Record."
"Ethical Principles Underlying Education," in the Third Year Book of the Herbart Society.
"Outlines of Pedagogics."

all these efforts are, and possible as it is to reduce them to their common denominators, the ideal school curriculum waits upon the development of deeper insight into the meaning of life and of education.

That which is true of general school curricula, is, in part, true of the kindergarten program. All efforts that have been made to formulate a kindergarten program, indicate the presence of two constant factors; namely, the individual to be developed, and an experience content presenting the relationships of life to be interpreted to the child and by the child. Compared with the general courses of study, to which reference has been made, no authoritative programs for the kindergarten have been published. Nevertheless, the program has an historical development that has kept pace with the development of child-psychology and social philosophy, with the increasing influence of the theories of evolution in the domain c educational theory and practice, with th deeper and more rational interpretation c Froebel, and with the demand for a reac justment of the kindergarten to condition which are at variance with those unde which it originated. When the kindergar ten became affiliated with the public schoc systems, it was no longer possible to shiel its vagaries of both theory and practic from the criticism of men and women wh were, at the same time, friendly to the kir dergarten, and believers in Friedrich Froe bel's message to the educational world. Th inevitable outcome of these various influ ences was a division among kindergartner themselves; and with this division into cor servative and liberal groups, the condition of growth and development for the kinder garten were assured. (The terms "conser vative" and "liberal" are honorable terms since they have been used to distinguis between the two forms of thought and ac tion that are essential to the execution c the world's work in every department of it multiform activity. The other terms b which these workers are designated, suc as "orthodox" and "hetorodox," and other are freighted with meanings and tradition that should debar them from use in thi connection.)

With all these influences bearing dow upon the kindergarten, it was impossible t maintain traditional theories and practice intact. Whatever changes were made wer reflected in the kindergarten program, a in a mirror, since every program is an em bodiment of the philosophy, psycholog principles, aims, subject-matter, educativ materials, and methods of the system—ir terpreted from the conservative or liber point of view—for the guidance of dail practice in the kindergarten. That thes changes were radical in a few instances, doubtless true; but it is my conviction, th a canvass of so-called liberal kindergarter would reveal to an intelligent and unbiase observer, practices that are wisely conserv tive; and that a similar canvass of conserv tive kindergartens, would reveal to sane o servation, practices that are rationally pr gressive. Neither is wholly conservati nor wholly liberal. These terms must l held to be strictly and impartially relativ Were it possible to strike a balance betwee the practices advocated by liberal, and tho by conservative thinkers, their highest e forts would, doubtless, rest on comm

round—the bed-rock of universal princi-les—and the differences that now seem in-urmountable would appear as matters of mphasis and interpretation.

It is no simple task to follow these diverg-ng lines of theory and practice, and it is ifficult to listen patiently when matters of etail are defined as fundamental principles; evertheless it is just such exercise of the ight of free expression that a spirit of tol-rance is being developed in kindergarten ircles, where, at first was bitter intolerance. Ierbert Spencer says: "While it is requisite hat free play should be given to conserva-ve thought and action, progressive thought nd action must also have free play. With-ut the agency of both, there cannot be hose continual readaptations which orderly rogress demands."*

*Kindergartners will find it helpful to reflect pon Sections 33 and 34 of Spencers' "First Prin-ples," dealing with the spirit of tolerance.

A brief survey of the history of the kin-ergarten program will enable the student o understand more clearly the positions to e maintained in subsequent articles in this eries regarding the subject-matter of the rogram. In this survey, there must be trict adherence to the basic principles of nterpretation which require that each lower nd imperfect development of thought and ction be evaluated in the light of its high-st manifestation. But our interpretive vork will yield little that is inspiring if we orget that even the highest development is self a relative standard only—good as uch, and furnishing a new point of depart-re for efforts which must develop a stan-ard that, in turn, is relatively higher.

Every important change that has been nade in the theories of the kindergarten ince its introduction into this country, has een duly registered in the kindergarten rogram. But the sanctions for program naking can be attributed only indirectly to 'robel. If we understand the term "pro-ram" to include all the selected and pre-rranged experiences that shall take place n a stated period of time, there is not the lightest proof available that Froebel ever sed, or gave one to his pupils. The evi-lence that exists points rather to the ab-ence of a stereotyped plan, since it reveals learly that a spirit of joyousness and play ervaded all his associations with children. 'roebel understood the significance and unction of the play spirit in childhood. He lso recognized its psychological extension in the festival spirit of mature years. The festival spirit which specialists in our land are seeking to revive by means of direct in-struction, Froebel labored to keep an un-broken possession to the people of his land.*

*See accounts of festival occasions in which young and old participated, in "Reminiscences of Froebel," by Baroness von Bulow.

Froebel viewed the play spirit as an expres-sion of the implicit freedom and joyous spontaneity of life; but recognized in its de-velopment the way to an explicit, conscious freedom which may still retain its joyous-ness and spontaneity. For Froebel, "Joy is the soul of truth." The evidence gath-ered from available data, indicates that the activities of the children and the common experiences of daily life found, respectively, the point of departure for kindergarten ac-tivities and the subject-matter of its daily routine. These factors seem to have domi-nated practice in the first kindergartens. Probably the first conception of the kinder-garten program was an outgrowth of the exceedingly simple practices of Froebel's time; and when the kindergarten was intro-duced into this country its exercises were conducted in much the same manner.

Briefly, then, the child is the determining factor of the first conception of the kinder-garten program.* By means of self-activity he reveals his unitary life as a child of na-ture, a child of man, and a child of God. Through self-activity, also, he is to be aided in realizing his kinship to nature, to man, and to God by appropriating the common experiences of life which manifest these re-lationships. The gifts and occupations are used in strict sequence; and the formal ideas embodied in them were undoubtedly accen-tuated, since dictation was the prevailing method of their presentation to children. Songs, games, stories, and objects were used then, as now, to enrich and enlarge the experience-content of the program.

*For a more extended treatment of this, and sub-sequent conceptions of the program, consult "The Evolution of the Kindergarten Program," by H. M. M., published in Part II of the Sixth Year Book of the National Society for the Scientific Study of Education.

Many serious difficulties are presented by the first conception of the program, one of which should receive special notice, since we shall have occasion later to consider it in another connection. I refer to the mainte-nance of a conscious dualism that interprets the child and his experiences in terms of feeling and emotions, and the gifts in terms

of knowledge—form , number, position, and direction. Something akin to faculty psychology obtains within the gift series with its separate classes of exercises which emphasize, respectively, life, beauty, and knowledge. The inference is that these conceptscepts can be developed in isolation from the general body of experience. By what means they are to be restored to the unity of experience, is not clear. It would appear that the law of unity has a purely subjective reference, its office being to reunite elements that have been arbitrarily sundered from the general experience process within which they take their rise.

The first conception of the kindergarten program, as such, has been subject to many modifications; but it is undoubtedly true that many kindergartners still believe that the child is the only standard by which to determine kindergarten practice. When all the limitations and errors of this first attempt to synthesize kindergarten theories into a program have been catalogued, it must still be conceded that this program contains a "soul of truth," needing only the development of favorable circumstances for its re-embodiment into a larger form. The influences that were at work within the province of the kindergarten, combined with influences that were steadily differentiating the old regime of elementary education,* notably, the child study movement, a new psychology, and the extension of Herbartian pedagogy—necessitated the re- embodiment of the Froebel system into more carefully organized programs for the kindergarten. From this point in its development the program became one of the most crucial problems of the kindergarten. The renewed efforts of conservative kindergartners were in the interest of the traditional interpretation of the Froebel philosophy. The work of conserving the earlier traditions and practices was carried on with an enthusiasm that was redoubled as the movement of reconstruction of the kindergarten gathered momentum. The final outcome was the fusing of the efforts of one group of conservative kindergartners into a "Uniform Progarm" that, from thenceforth, became literally an "unwritten law" (since it has not been published) for the guidance o this class of conservative workers in kindergartens. Before entering upon the discussion of this program it remains to be notec that the influences which incited kindergartners of conservative temperament to zealous defence of traditional interpretations o more flexible temperament to doubt, to investigate, to experiment. The attitude o these liberal workers was no longer one o unquestioning acceptance of the prevailin interpretations of Froebel. They studiec Froebel in the light of truths that had beer revealed since his time, only to find that hi intuitive vision had discerned them a through a glass, darkly. The results of thes investigations were not fused into one pro gram—that was impossible; they were in corporated in many programs in which it i possible to note a unitary trend, of which shall treat in subsequent articles.

What, then, is this second conception o the program, the highest development o which is designated the "Uniform Pro gram?" What attitude towards the chil does it reflect? What is the principle under lying the selection of subject-matter? an what is its attitude towards the educatio materials of the system? All these are fund amental questions of great importance. Pe culiar as these difficulties are, our quest c truth lies along this path, and faithfulnes to the history of the kindergarten prograr requires that we enter upon it.

The second conception of the program i the result of many minds working togethe for a common purpose; namely, the conse vation, preservation, and transmission c the Froebel philosophy, theories, and pra tices as interpreted by the most conserva tive standards. It is a laboratory progran based upon a priori conceptions of the chil the subject-matter, and the educative ma terials of the system. Its theoretical fou dations having been determined, the pract cal elements were formulated to conform t them, even to the minutest detail of choic sequence, method, and device. The pr gram was then subjected to practical te in many kindergartens that were under ri idly conservative supervision. Whatev modifications it has undergone have been the interest of conservatism. Indeed, it ma have filtered through many minds, but the have been of one kindred actuated by o purpose.

Comparing the second conception of t program with its predecessor, there a

*See "The History of Kindergarten Inflnence in Elementary Education," by Nina C. Vandewalker, published in Part II of the Sixth Year Book of the National Society for the Scientific Study Education. National Society for the Study of Scientific Education.

many points that are held in common; over these we must pass to one primary difference of fundamental significance. In the first, the child is the determining factor. In the second, subject-matter, as it is embodied in type, or pattern experiences, seems to be its determining factor. The second conception of the program accepts self-activity as the principle of action by which the child can be adjusted to the five-fold riches of human experience. To render the ideals which are explicit in universal experience, prepotent in the development of the child, is its primary aim; the development of an individual experience seems to be its secondary purpose. Its guiding principle is epitomed in the statement, "The universal determines and conditions the individual."

The subject-matter of the program consists of a selection of Froebel's Mother Plays, over thirty of which are recommended for use in a program for one year. These plays are selected with reference to the universal conceptions embodied in them, and fall into five distinct groups. The sciences are represented in two groups which are interpreted as embodying elementary experiences of movement, process, and time; e. g., "The Weather Vane," "Grass Mowing," "Tick Tack." The second group presents experiences involving form, size, number; e. g., "The Family," "Finger Piano," "The Target." The remaining groups represent the "humanities" in the subject-matter, and include "Trade" plays, "Light" songs, and "The Knights." The enlargement of these experiences is accomplished in the usual manner—by songs, games, stories, and pictures. The educative materials —gifts and occupations—are used in the traditional order, of life, beauty, and knowledge sequences. Logical sequence governs the use of these materials, and the formal ideas of form, size, number, position and direction, are presented to the children under cover of a method that is nominally free play and suggestion, but is, in reality, "restricted freedom," since the child is led to discover the idea next in order in the series by the kind and amount of material given for his play.

Such, then, in meagre outline, is the Uniform Program in its attitude towards the child, the subject-matter, educative materials, and methods. An elaboration of these factors is not germain to the purpose of this article. I wish, however, to call attention to the fact that the dualism in the first conception of the program is advocated and consciously maintained in the second; namely, the drastic separation between the experience content, or subject-matter of the program, and its educative materials. The interests that are aroused by the experiences of the subject-matter, in no way condition the exercises with the gifts and occupations. Here the question of the function of the law of unity recurs; and the perpetuation of life, beauty and knowledge sequences with the gifts and occupations, indicates that the influence of faculty psychology is still potent in the domain of practice. What the influence of this program on the individual teacher may be is summed up in a single sentence taken from a recent article on kindergarten education: "No primary or elementary course of study in existence leaves so little to the initiative and judgment of the teacher."* It is, indeed, a uniform program. Fidelity to principles and practices believed to be of unquestioned validity, dominates its every choice and detail. Its dissemination among kindergartners has been accomplished through the agency of explanatory lectures by conservative leaders. Every agency that has contributed to its influence has tended to keep it uniform; but the great factor in preserving its uniformity is keeping it within the confines of the conservative body. Liberal kindergartners in general, are not in possession of its data. However, sufficient is known of the second conception of the program to warrant the statement that its psychological foundations and its world view are identical with those which govern the course of study as interpreted by Dr. William T. Harris.

Thus, in a most inadequate manner, these two conceptions of the program have been brought together, that their respective attitudes towards the kindergarten program in general and its subject-matter in particular, may be seen as common, though contrasted factors. In the first, the subject-matter is selected from the common experiences of daily life, in response to the psychological needs of the child. In the second the subject-matter presents type experiences, the logical arrangement of which is at variance with the psychological needs of childhood. The exceeding definiteness of the Uniform Program has not been without

*"Phases of Kindergarten Education," by Patty S. Hill, published in Part II of the Sixth Year Book of the National Society for the Scientific Study of Education.

its influence upon kindergartners of opposing views. Ideas concerning the principles underlying the program and the selection of subject-matter have been growing more and more definite, until now it is possible to give them statement as governing a third conception of the program, the general positions of which are in harmony with the humanitarian ideals of the nature and needs of the child, and the aim of education presented in previous sections of this series.

CAMERA CULTURE IN THE SCHOOL ROOM.

ROBERT DULK.

In these days when everything is done to simplify the art of photography for the amateur, it seems a pity that not more of our teachers take up this work during vacation days to commune with nature when she is at her best; the results gained by earnest and well-directed efforts will more than compensate for the small outlay to say nothing of the useful material that may be gathered during the term of rest and recreation.

An expensive apparatus need not necessarily form the equipment, since good work may be done with the cheapest outfit, provided a few simple rules be adhered to by beginners. It may not be out of place for the writer to here warn his readers not to be mere "button pressers" and sending the exposed negative to be developed and printed by the so-called professional, for one of the chief pleasures of photography is the dark room experience of coaxing forth the hidden image and printing it after it has passed through the various operations. It is planned that these papers shall dwell on every phase of the photographic art useful to the teacher; in this one we shall concern ourselves with landscapes and things out-of-doors generally.

Let us assume that we are afield with our camera and about to begin operations. We have come upon a likely composition, but let us not be hasty in exposing the negative, let us study it and ask ourselves a few questions. What is the motif, the dominant feature of this composition? What can we do to accent it? Is the morning or afternoon light the better? or shall we take it on a gray day? If the reader will cut out these questions and paste them on the bottom of the camera where they may be read just before taking a picture many disappointing negatives might be avoided. Illustration No. 1 "The Birches" will explain what i[s] meant by dominant and subordinate in com[-]position; notice how boldly they stand ou[t] while all else is subservient, barely visible[;] to further accentuate their prominence the[y] were taken when the glint of a late after[-]noon sun would bring out their whitenes[s] without getting them "chalky." This nega[-]tive was exposed eight seconds, using a me[-]dium diaphragm. Right here the write[r] would caution the beginner against haphaz[-]ard snapshots; always carry a tripod wit[h] you for time exposures and resort to quic[k] shutter work only when necessary.

In illustration No. 2 "The Approachin[g] Storm" again brings out the dominant an[d] subordinate features of the composition, th[e] clouds concern us most in this pictur[e] therefore we sacrifice the foreground an[d] its detail in order to bring out so far as w[e] can the sublime beauty of the clouds. I[n] subjects of this kind the exposure must b[e] swift and recourse to a moderately quic[k] shutter is taken; it is well to have you[r] camera set up and ready for instant us[e] since effects are but of momentary duratio[n]. A vivid flash of lightning may be caught i[n] much the same manner at night when th[e] negative may be exposed for some tim[e] without the danger of fogging and closin[g] the shutter when you have secured you[r] prize. While we are discussing clouds le[t] us take up illustration No. 3. "The Moonl[it] Lake" effects of this kind are gotten b[y] pointing the camera directly at the sun wai[t]ing until it hides behind a cloud, and whe[n] the psychological moment arrives release th[e] shutter. A moderately small stop is use[d] in this sort of work, selecting always som[e] object in the foreground, a tree or larg[e] boulder, that will stand out in silhouett[e] against the sky.

Illustration No. 4, "Grazing Sheep," is a[n] example of snapshot work pure and simpl[e]. These timid creatures always make interes[t]ing subjects for the camera when proper[ly] approached; a good plan is to move slow[ly] and sitting down occasionally, stalking the[m] so to speak; by this method the writer h[as] had them come up and lick his hand and good grouping is easily obtained.

Illustration No. 5, "The Woodland Trai[l]" is another example of long exposure and u[s]ing a small stop for detail. The exposu[re] here was twelve seconds; it is needless [to] say, however, that there must be but litt[le] breeze to stir the foliage when taking the[se] time pictures. Illustration No. 6, "The A

No. I. "THE BIRCHES."

No. II. "THE APPROACHING STORM."

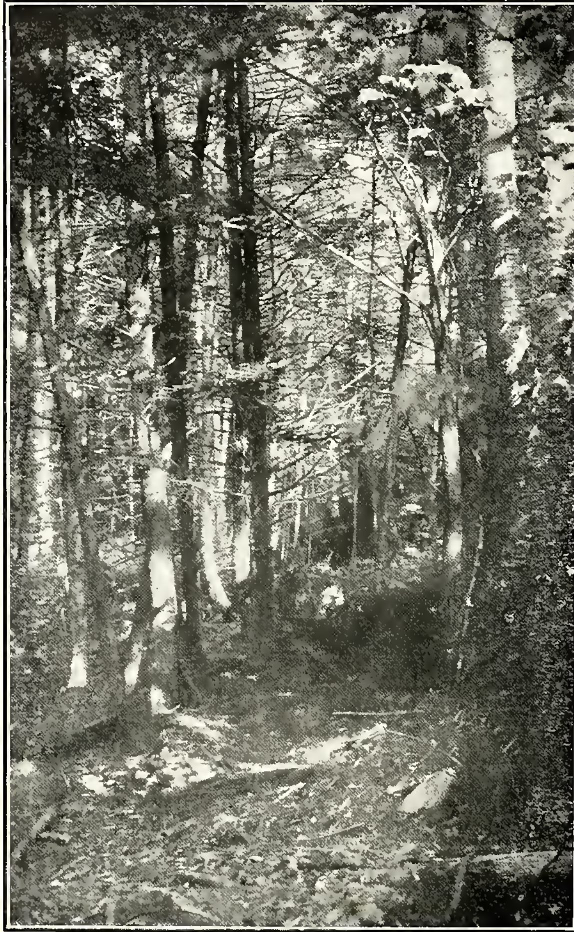
No. III. "THE MOONLIT LAKE."

No. IV. "GRAZING SHEEP."

terglow," is an example of shutter work after the sun has set; here a large opening was used to permit the largest volume of light to act on the plate during the short exposure.

Having returned from our camera outing

let us hie ourselves to the dark room to develop our negatives. By dark room is meant a room from which every ray of white light has been excluded, relying solely on our ruby light for illumination. The writer has used Eickonogen as a developing agent for



No. V, "THE WOODLAND TRAIL."

a number of years and recommends the following formula:

Number I.

Sulphite of Soda Crystals	3 ounces
Hot water	45 ounces
Dissolve and add:	
Eickonogen	1 ounce

Number II.

Sal Soda	4 ounces
Water	15 ounces

To develop take 3 ounces of No. I and 1 ounce of No. II. Unless much use is to be made of the developer it is recommended that one-half of the proportions of No. I be made up, since Eickonogen will keep longer in its dry state.

One solution ready, let us proceed with the work; where plates are used it is visable to dust these with a broad car hair brush in order to eliminate any par of dust, for this would cause pin holes mar the resulting print; where films used one may follow the directions for manipulation given by the manufact Lay the plate film side up, in the tray carefully flow the solution over it, soa it continually until the image is bro out; this is determined by holding it u the ruby light; when the detail is suffici clear in the shadows, your negative ma said to be developed. Now rinse the n tive and place it in the fixing bath, whi composed of:

Hyposulphite of Soda	1 o
Water	8 o

Keep your negative in this solution

No. VI. "THE AFTERGLOW."

the whiteness back of the plate has d peared, rocking as before, after whi may be washed for 20 minutes under tap or in 10 changes of water and the on edge to dry.

We are now ready to take up the pri of our negative; for this the writer w recommend any of the printing out pa such as Solio, Aristo, etc. Nor is blue p to be despised, which needs but a few ings in clear water after printing. your negatives until the shadows ap somewhat bronzed, since they lose in d during toning and fixing.

Toning Solution—No.I.

Chloride of Gold	15 gra
Water	7½ o

No. II.

icarbonate of Soda	1 ounce
'ater	8 ounces

To tone take ½ ounce No. I and ½ ounce of No. , adding to this 5 ounces of water; this will tone bout six 4x5 prints.

When ready for toning wash the prints in everal changes of water or until the milkiess in the water disappears, which is occaioned by the acid in the paper; now place he prints in the toning solution, one by one, are being taken not to tone more than hree or four prints at a time, and keeping hem moving about until they assume a purle tint, when they may be rinsed and placed n the fixing bath, where they remain for 20 inutes. This fixing bath is of the same roportion as for negatives; after fixing the rints should be washed for 20 minutes in unning water or in ten changes of water nd dried between blotting paper. When ry the prints may be mounted as taste dicates.

It is well to mark all bottles and keep hem well corked and in a cool dark place. Under no circumstances must hypo be alowed to get into your solutions; use a seprate tray for this, marking it; use also inividual trays for developing and toning.

In the foregoing paragraphs the simplest ormulae and manipulations are advocated nd if the reader will but follow these conscientiously, the writer feels assured that he novice will get more pleasure and diverisement out of this pastime, to say nothing f the wealth of material that can be gathred for nature work, etc., than can be had hrough any other source.

DAY BY DAY WITH NATURE—FOR THE KINDERGARTEN AND PRIMARY GRADES.

(Copyrighted.)

MISS MARY PROUDFOOT.

Introduction.

It seems to the writer that the mission of he kindergarten is twofold; to bring the hild into contact with life, and to serve as n introduction to the more advanced work f the grades.

To bring the child into contact with life, he kindergarten should furnish an environnent as nearly ideal as possible. As a true ome is incontrovertibly the best environnent for a child, the kindergarten must ave the home atmosphere and character. If every home were all that it should be, there would be less reason for maintaining kindergartens. The existence of the kindergarten can be justified only in so far as it helps to supply the lack, or to correct the defects, in the home life of the children to whom it ministers. Now in the true home, the child is brought into sympathetic contact with the world of material things and also with the world of imagination and feeling; therefore the kindergarten must train the child to understand and employ material things, and must also guide into and through that realm of imagination where his ideal self will be realized.

The Germans were the first to recognize the importance of definite contact with practical things in kindergarten work. This phase has been developed to a high degree of proficiency by the newer German school, under the inspiration of its founder, Frau Henrietta Schrader. Their domestic and communistic turn of mind leads the Germans to regard the kindergarten as a social community, where the children learn how to live with their neighbors and co-operate in useful home occupations. The child is carefully trained to be in sympathy with so much of the home life as he is able to understand, and he is made to feel that it is imperative upon him to contribute to it. The simple phases of the housework, and the needs of plants and animals as adjuncts of the home life, are made his earliest concern. Of course the Germans do not exclude the occupations of the Froebel School, and yet so strongly is this home-kindergarten method favored, that in the Pestalozzi-Froebel Establishment in Berlin, a well equipped house is actually provided where the little ones engage in many domestic occupations. The teachers represent the adults, and the children are made to feel definite responsibility in their service to the members of the family. In America, unfortunately, this method has not been employed to any great extent, and yet there is no reason why it should not be, for where facilities for domestic occupations are not possible in the school, certain homes of the neighborhood can be used as laboratories. The possibility of such privileges has been demonstrated by the kindergarten department of the Washington State Normal School at Ellensburg, where small groups have gone into the homes of the children and engaged, under systematic direction, in the household employments. Incidentally, it may be ob-

served that this teaching has had a wholesome influence on the community life, for the mothers catch the spirit of the work, and are stimulated to intelligent co-operation and loving altruistic service.

But it must not be thought that the help which the children thus give to the home is merely haphazard. On the contrary, such subjects are chosen for the regular kindergarten program as necessitate home contact, to be properly appreciated. For example, we select such a subject as the potato. This is appropriate in the autumn, when we can really dig potatoes, and store them away in someone's cellar, allowing the succeeding experiences, as washing, peeling, boiling, and the like, to be lessons in actual home co-operation. In brief, anything that relates to the tangible world appeals to the child, because it is that of which he is the most conscious, and which above all else he is struggling to understand. So much for the child's contact with the practical things of life.

Although the Germans have rendered service in thus employing the utilitarian, for real training of the imagination they are wont to substitute an aesthetic handling of materials. Thus under the general study of the cow, after the children have learned to make butter, as a final lesson they prepare a beautiful breakfast out in the garden. The tables are decorated with wild flowers and everything is artistically arranged, and then the children graciously serve one another with the bread and butter they have made.

This exercise tends to cultivate good manners, and it passes for the training of the imagination. To be sure, the Germans employ stories and pictures, and yet, because these do not exert so strong an influence upon child life as does play, they are not relatively speaking, effective agencies for training the imagination. Rather, the child should be encouraged to express spontaneously in play, his interpretation of the inner life of the things which he sees about him. This is genuine imaginative activity.

The American schools, which make use of play, come nearer being successful in this respect, and yet fancy and sentimentality are often substituted for real training of the imagination. The child is ushered into an artificial world where tinsel is substituted for nature, and exaggerated sentiment for sincerity. An illustration drawn from the actual work of a certain kindergartner will make this point clear. In the morning c cle, some Autumn day, this teacher, af greeting her children with the "kinderg ten smile," asks, in an assumed tone, if a child has noticed the leaves dressed in th little gold and red coats, dancing merr through the air. Some child answ "yes." Thereupon the teacher, happy th her children are growing so observant, te them that these dear, unselfish, little lea have it as their mission to make a blan for the tiny, sleepy seeds which have go to their cosy little beds for the long, c winter. She then throws up some bits olored paper, and sings "Come Lit Leaves, Said the Wind One Day." W this introduction she furnishes pretty Wi and sweet Mamie and all the rest with si ilar bits of paper, and they go through t same meaningless performance. This is artificial representation substituted for substantial observation. Not only d such a play make nature commonplace, b all opportunity for the child's own interp tation and creative expression is exclud Such a diversion is clearly not a stimulus the child's imagination; rather it is a m tickling of the fancy, an insult to the chil intelligence.

Because we kindergartners are prone confuse imagination and fancy, it is well us to go occasionally to that chapter on Imagination Penetrative in Ruskin's M ern Painters, in which he distinguishes tween them. In brief, the thought is th fancy merely flits upon the surface, imagi tion penetrates to the core. Fancy no the splash of color upon a flower, as wh Milton writes of "pansies freaked with je imagination gives us the very essence of flower, as when Shakespeare makes Oph say, "Pansies, that's for thoughts"; or wri of

> 'Daffodils
> That come before the swallow dares,
> And take the winds of March with beaut

Whether it be dealing with an object nature, or with the mind and heart of m imagination is "the penetrating, possessi taking faculty"; it is that strong think and strong feeling which give insight.

Now how can the life of the plant imaginatively conceived by the child? order to illustrate this point, the followi is given as an accurate account of a ser of nature plays based upon the sweet p which were worked out by the children one of the schools. There are several w

lefined changes to be noted in the evolution of the life of this plant. In the language of the child, the plant first appears "with its head turned down." It then raises its head and becomes a stalk; later unfolds leaves, and in its final transformation appears in flower. The children had planted their seeds, placed them in the sun, watered them day after day, and awaited with impatience the first sign of life. When it did appear, there was great delight, and while enthusiasm was still fresh, the teacher chose a little gardener, who, after having played prepare the soil, planted two or three children as seeds. These were watered, the sunshine came as music, and after a period of quiet, while the rest of the kindergarten watched the play with breathless interest, one seed slowly began to awaken, and at last a sleepy head poked its way through the ground, though the eyes were closed, the head bent. The seed had felt the influence of the sunshine. This was the supreme moment, and before anything could break the spell, the teacher gave the usual sign that the game was over. The children had evidently understood their first nature lesson.

The next occasion for playing was when the stalk appeared. This step of the play was entered upon with equal spirit, each seed growing up slowly and gaining strength to hold up its head, but the children had apparently felt the incomplete growth, and only rose to their knees. The appearance of leaves also called out ready action, for the two hands represented the leaves which gradually unfolded.

One beautiful spring day, a few weeks later, brought a bunch of buttercups. They were the first flowers of the season, and the children declared that our plants ought to have blossoms before long.

"Oh, let us be plants with flowers!" exclaimed one, and again the children became seeds. The sunshine and the rain nourished them, the plants grew, the leaves unfolded, and the children who were not engaged in the play waited eagerly for the appearance of the flower. At last it came, for spontaneously two faces smiled, and thus on that bright morning real Easter blossoms were born to us.

Thus far we have been considering the mission of the kindergarten in bringing the child into contact with life. Its second purpose is to serve as an introduction to the grades.

Under ideal conditions the primary grade is but a more advanced kindergarten, the second grade but a more advanced first grade, and so on throughout. Ideally, each grade represents a larger circle of thought than the one preceding it, but a circle which is merely a widening out of the next smaller. As the kindergarten introduces the child to the world of experience and the world of imagination, so the first grade should but enlarge the acquaintance. There ought to be no break, the advance should be normal and evolutionary.

In the kindergarten, the child should learn under perfect conditions to observe, and, through action and simple classification, to interpret what he observes. In the first primary grade, he should attempt the more difficult task of interpreting through conscious speech. In the second grade, he should be led to make more definite classification, more thoughtful interpretation, and to use more finished expression. Thus should he advance through the grades, knowledge increasing, thought deepening, soul expanding.

At present it too often happens that those things learned in the kindergarten are not followed up in the grades, and so have little permanent value. Is it not much better, then, to devote the time in the kindergarten to those subjects which are happily designed to equip the child for his next work?

Now, if the kindergarten is to fulfil its double function of bringing the child into contact with life, and of fitting him for more advanced study, what is the most effective kind of work for securing these results? One has little hesitancy in advocating nature study, for, properly presented, it is far superior to anything else as a medium for the practical and imaginative interpretation of life, and is a most serviceable foundation on which to base almost every subject studied in the elementary grades. Without question, a large percentage of the kindergarten work should be nature study, and this work should be so mapped out that the kindergarten program may serve as a basis for more advanced programs of like character in the successive grades. The kindergartner will then regard this work as really foundational, and will accomplish definite and lasting results, and the grade teacher will find her children prepared for the work that should legitimately be done in her room. Accordingly, this little volume, by

way of suggestion, presents certain kindergarten programs, and corresponding programs for each of the first four or five classes.

To show how effective these programs may be made, the writer presents the following account of a day's experience with her own class. When we were working with the corn program, after having learned from an Indian woman how to crush the corn with a pestle, we made a quantity of meal, and upon the next fine day all went to one of the little hollows where there was a rubbish heap with all kinds of odds and ends. Here we found some old pieces of wire, a little iron bar, and, in fact just the things which we seemed to need most. Having already studied the Indian mode of building a fire, we experimented, with the result that the children set up cross stakes and placed the little iron bar across. To this they fastened their kettle, filling it with the proper amount of water. We then built a fire, using dry leaves and corn cobs, together with chips and pieces of brush, which the children gathered. We now put our corn meal into the water and salted it, each one taking a turn at the stirring. When everything was ready, the children served one another. Then when dinner was over, two Indians rode by on their pack horses. They saw us, and the children called to them to look at our fire. They seemed to approve of everything with the exception of the wild flowers with which, in a fashion very un-Indian, we had decorated our table. This was a rare kindergarten experience, and presented an ideal occasion for the creative expression of the children. The corn program concluded with harvest stories from Hiawatha.

By this time, the children had become so much interested in Indian modes of life that it seemed best to take the Indian as our next subject. This afforded a wonderful fund of materials for constructive occupation, the materials of which could not be had for the buying, but actually had to be discovered by the children through their contact with nature. For example, in reproducing an Indian wigwam, or "tepee," which the children had seen, they selected and cut their own poles, and, at the suggestion of one of the boys, brought gunny sacks from home. These they sewed together with grass and wrapped them about the poles. Then the children worked for days plaiting a mat of ca-tail rushes, which they wound around the top of the wigwam. The next step was decorating the outside with paint and colored chalk, as the fancy of the children dictated. They also made miniature Indian cradles from corn stalks, not to speak of moccasins, mittens, bows and arrows, and feather caps.

Time need not be taken to show that these programs serve to train the child both in material things and in things ideal. A glance over the illustration just given will show that there was food for both, that certain exercises, as the making of corn-meal mush, were distinctively practical; that others, as the stories of Hiawatha, and the adaptation of rough and ready materials in the preparation of the dinner, called for contemplative and constructive imagination.

In selecting nature study as a basis for the year's work in the kindergarten or the primary schools, some fundamental working principles must be in the mind of the teacher, viz.:

I. Nothing should be arbitrary either in the subject or method of procedure.

II. The program must be adapted to the environment, to the material at hand, and, above all, to the children.

III. Whatever is attempted should not be imposed as a task, but should appeal to the interest of the children, calling forth free and spontaneous effort.

IV. In choosing subjects, care should be taken to select typical objects, so that the children see and understand related objects in their environment. For instance, the suggestive program which has for its object of study the potato, furnishes a typical food product, a vegetable. These facts the child discovers through his own practical handling of the same, and he unconsciously makes various classifications for himself.

For example, the potato is similar to other root foods, and he places with it the beet turnip, and parsnip; while tomatoes, cucumbers and squashes, represent another group He is also susceptible to relative values, and observes that the potato is more universally used than others of its class, during the four seasons of the year. All these facts make it useful as a type.

V. While one subject is the foundation of the program, no teacher should be chained to it to the exclusion of what may naturally and logically fall into line with the work. The school is a life, and to be of use to the child must be lived naturally. Hence

the programs that follow are not intended to be used as an exact direction for work, but to show how rich is the field for the teacher to select from in working out her own programs. Some groups of children would not be able to touch upon half of the points noted. In this case, the wise teacher would choose judiciously the things to do and to emphasize. Other more advanced groups might be able to go much deeper, studying not only the ground and use, but the chemistry of the same.

In a word, the writer would remind the reader that these programs are merely suggestive; they are not to be slavishly followed, but are designed to encourage preparation for other programs, like them only in spirit, and adapted to local conditions.

The kindergartner is advised not to introduce any more than one or at most two of these nature subjects during each of the three seasons, as this will be a sufficient innovation to the regular kindergarten program.

Do not let a too intensive study of a **few nature subjects** exclude **general observations.** For example, though the special spring subject is water, study it in relation to other interests of the springtime. Lead the children to discover each new evidence of nature's awakening. Listen for the first bird's song; look for flowers, using appropriate stories, songs and pictures, all of which will serve to bring the children into that universal appreciation of all that is good and beautiful.

The following kindergarten plans deal with the practical side of the nature subjects suggested, supposing that each director will be wise enough to supplement every period of practical work by the use also of gifts, sand, clay, painting, drawing, and any of the Froebellian occupations which will help, in their turn, to strengthen the effect of the nature subject. No kindergarten plan, providing for the three-fold development of the child, would be complete, if it did not consider aesthetic and ethical values as well as the utilitarian.

SOME STORIES ABOUT TOMMY.*

ANNE BURR WILSON.

*We will publish at intervals a few short stories about a small boy named Tommy. They are simple and direct in the extreme, describing experiences common to many children and readily understood by those who may not have lived them themselves. In simplicity of incident and language they remind one of those little stories by Froebel's own pupil, Thekla Naveau, which were published in translation some years ago in the Kindergarten Magazine, and which a leading American authority considered models of their kind for use in kindergartens. We hope these little stories will fill a need with many kindergartners. They contain in themselves ideas for gift and occupation work.—[Editor.]

I.

Tommy's New Overcoat.

What had happened to Tommy's overcoat? It was all right last winter, but when his mother brought it out one frosty morning in the fall, and he put his arms into it, Tommy laughed until he nearly split it, and his mother laughed too, for she saw her boy's arms sticking out away beyond the sleeves, and his legs looking as if they too needed a little more coat. Either it must have grown little, or else Tommy must have grown big; anyway it was too small, and he must have a new one.

It had been a good year on the farm; the apple trees had been so heavy with apples that the branches touched the ground; the pumpkins had been unusually large and sweet, and everything else that the farmer had planted had grown as if in fairyland. But no new overcoats had grown in the garden, nor any money with which to buy them. Pumpkins and apples would not keep Tommy warm. But his mother could always think of a way to meet difficulties and before long they had a fine plan to surprise father and Jack Frost too.

That very afternoon they harnessed the safe old horse to a cart which Tommy filled with red and green and yellow and russet apples, and he drove down the straight road towards the grocery store to see if he could find anyone to buy them. Whenever he came to a place where he saw no apple trees he would call out: "Apples! Apples!" so that the people might know he had some to sell. He had not gone very far when a little boy came running out of a brick house with five cents in his hand, and he bought two of the very best red apples in the cart.

A little farther on a dear old lady came to the gate and asked if he had some pie apples; of course he had, and she bought enough for a good many pies, and gave Tommy a shining quarter of a dollar for them.

He found other people who wanted apples just as much as he wanted a new coat. One little girl with a lame foot, who had been sitting by the window all day, heard

somebody calling: "Apples! Apples!" and when she saw the old horse and Tommy and a cart half full of just what she liked best, she nearly forgot her lame foot, and called to her mother to look; and what do you think? Her mother bought every apple that was left in the cart.

You may be sure that Tommy's father was surprised when he saw the pennies and silver pieces that were in the old overcoat pocket that night; but they did not stay long in the pocket, for they helped to buy a new overcoat that sent Jack Frost flying.

II.

Tommy's Old Lady.

I am sure you remeber the old lady who bought the pie apples, and you will be glad to know that they were made into some very good apple pies. While she was rolling out the crust, and fitting it to the deep plates ready for the slices of apple, she was thinking of the little boy who sold them to her. Many times she had seen him pass the house on errands for the farmer, and now she was wishing that she had just such a boy to go on errands for her. For it is not easy for an old lady to beat Jack Frost as it is for a farmer or a farmer's boy. To be sure she had no horses and cows that must be fed, for she lived all alone with her old gray cat; but cats like a warm fire, and so do nice old ladies, and both of these were very fond of a good drink of milk, and many other things, too, that neither an old lady nor a gray cat can get when Jack Frost stands by the door waiting to nip one's nose or piles the snow in great drifts over the door step.

So it would be just the thing if she could get Tommy to help her sometimes, and when she spied him running by the house she stopped him and told him so. As for Tommy, he was just thinking that Christmas comes every winter, and he must try to earn some money to buy Christmas presents for the people at home. It seems that the dear old lady had more pennies than she needed, but not a single little boy in her house. When Tommy heard about her not having any little boy he was anxious to begin right away to help her, and when his mother heard about it she too was glad that her boy could bea help to someone else. So it was soon settled that on cold nights and mornings he should carry the milk to the old lady's door, and should see that her woodbox was filled before he came away.

Soon he found himself a very busy boy; he did not always have time to finish his play, and sometimes when it was stormy or dark he would have been glad to stay at home; but on most nights it was the greatest fun. Jack Frost was always ready for a frolic with him, and one night the moon with a broad grin on her face chased along above him all the way; the old lady was always on the lookout for him, and many a time he had one of her good sugar cookies or a jelly tart after the woodbox was filled.

Then, too, there were the Christmas pennies. On the top shelf in the sitting room closet his mother found a bank that was just the place for them; it looked like a building in the city where men take their money to keep it safely, only this was so small that Tommy could hold it in his hand, and instead of walking in the door with his money, as the men do with theirs, he dropped it in a hole in the roof.

There were so many cold nights and mornings that there soon must have been a good many pennies; but Tommy could not count them, for they were safe inside the bank and would not come out until Mother used the key that would unlock the little front door,— and that must not be until almost Christmas.

"To think we are able is almost to be so to determine upon attainment is frequently attainment itself. Thus earnest resolution has often seemed to have about it almost a savor of omnipotence."—Samuel Smiles.

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370 North Madison Ave.,
Pasadena, California,
July 25, 1907.

Dr. E. Lyell Earle,
New York City.

Dear Sir:—This is to notify you that Mrs Frances C. Holden, the president of the kindergarten section of the National Educational Association appointed you as one member of a committee of five to confer with the International Union next spring in regard to these bodies meetiug in the same place hereafter, and near the same time, that kindergartners in general may attend both sessions.

(Signed) MINNIE C. WOOD, Secretary.

The Committee:

Miss Bertha Payne, University of Chicago.

Dr. E. Lyell Earle, New York Froebel Normal.

Dr. Jenny B. Merrill, Supervisor, New York Public School Kindergartens.

Miss Mary C. McCullough, Supervisor, St. Louis Public School Kindergartens.

Miss Barbara Greenwood, Supervisor, Pomona (Cal.) Public School Kindergartens.

The Editor cordially invites any suggestions that may facilitate this object.

DEPARTMENT OF PARENTS OR MOTHERS' MEETINGS.

BY DR JENNY B. MERRILL, of New York.

SCHOOLS IN THE PARKS.

Is it not remarkable that the school world seems to love to run in ruts?

The suggestion of intermediate schools made by Dr. Wm. H. Maxwell several years ago at the Congress of Science, met with fierce opposition by the very ones it was designed to benefit.

Its benefits are already apparent and will be further realized this fall in the opening of twenty public kindergartens in two of the congested school districts where kindergartens have been long called for but could not be opened for lack of room.

The concentration of older pupils in an intermediate school leaves rooms for the little ones near at home.

Now comes a new proposition along the same line of thought from a Boston architect. We are indebted to President Eliot for his clear, terse statement of this architect's plan in the Outlook of August 10th. His presentation, doubtless, will cause another "arrest of thought in the educational world."

Schools located in parks have been talked about for years, but Mr. Coolidge, the Boston architect, has presented a definite business-like proposition to build grammar schools in suburban parks. The transportation of children of this age and grade is within the bounds of possibility and it will save expensive school sites in crowded centers.

President Eliot's clear insight presents this new thought convincingly to parents as being similar to two already well tested plans adopted by many well-to-do families, namely, (1) the patronage of academies and boarding schools situated in the country, and (2) "the provision of day schools well situated in the country within easy reach from the city; so that the children can easily come out from their city homes to the country every morning and return near the close of the afternoon."

This, President Eliot says, "is a comparatively recent invention used with satisfaction by parents who do not wish their children to be wholly separated from them. The families who use one or other of these two means are well-to-do families who live in the cleanest and most wholesome parks of the crowded cities and can provide their children at home with such facilities for out-of-door exercises as cities afford." Thus the "model" has been furnished. M. Tarde claims, "The logical laws of imitation are obeyed whenever an invention is imitated solely because it is truer and better than any of its rivals." Tarde defines the model to be copied as "an invention, the work or thought of some creative genius, the example of some one in art or medicine or law or education who dared to take the initiative."

Surely it will be readily recognized that children living in the poorest quarters of our city would be doubly blessed if this new departure gathers to it the approval of parents and the public.

Commissioner Grosenor Backus has recently made a proposal to the Board of Education of New York City, which seems to fit in with this new Boston plan.

In opening our "department on Mother's meetings, etc.," this year, we cannot propose a more practical subject for discussion. Even in the meetings, confined to the mothers of kindergarten children, it will be entirely appropriate, for parents are the unifying element in educational discussions, being interested in children all along the line from the kindergarten to the highest grades.

In the kindergarten the little ones may be aroused to the love of nature by planting and caring for a single seed, by making make-believe and real gardens in the sand-box, or possibly in a window or even happily a small out-of-door garden; would it not be inspiring for these same little ones to be preparing and looking forward to "the school in the park" or out-of-town, where big brother and sister go and where some day they will go and see more of the garden world?

School gardens are numerous in several European countries and have been growing in popularity in this country for years. The normal school at Hyannis, Mass., makes its curriculum revolve more or less about its school garden, even to its elementary arithmetic and manual training.

New York University has maintained a course in gardening in its summer school for teachers for the past two years.

"The school in the park" means light, air, space, garden possibilities, physical training of the best kind in play, sports and athletics. It means better teaching in all the natural sciences. It means traveling and a broadening of the child's knowledge of its city home

and its relation to the community; hence, it means better teaching in geography and history.

It means strengthening in moral responsibility, a looking up to future manhood and womanhood for the one who can be trusted so far from home. It means a new joy in "coming home," new experiences to talk over in the family circle.

Yet, there are dangers which must also be discussed by both parents and teachers, and safe-guards that must be provided, but, again when the boy is punished who is detained from "the school in the park," where will be our truants? The instinctive desire to travel and roam, so strong in many, will be gratified every day. If parents approve, the suburban school will finally come. Consultations and discussions in parents' clubs and in mothers' meetings may pave the way for its coming. A suggestion from President Eliot must be considered by thoughtful parents and educators.

Consult the Kindergarten Magazine of February, 1907, for an article on "Mothers' Reading Circles." A list of appropriate books is there given. Books on this list and many others can be obtained free of cost at the Traveling library, 190 Amsterdam Ave., New York City, by clubs formed in Manhattan, the Bronx and Richmond.

Thoughts on Discipline from "Livanor."

Frugal speech cultivates and strains the powers of the interpreting child, as riddles do.

The younger the child the more necessary is one-syllableness; yes, even that is not necessary; shake the head and let that be enough.—Jean Paul Rechter.

FIELD NOTES.

The officers of the Ohio Kindergarten Association extend a cordial invitation to every kindergartner in the state to join the organization. By so doing a complete directory and mailing list can be made and each kindergartner kept in active touch with the state and international work. In order to make this practicable the membership fee was placed at the sum of twenty-five cents yearly. This amount with name and full address should be sent at the earliest date possible to Miss Grace Anna Fry, treasurer, 451 Ludlow Avenue, Sta. E, Cincinnati, Ohio.

The Newark Kindergarten Union begins its seventh year of efficient work with the following officers: President, Elizabeth B. Littell; vice-president, Elsie E. Smith; recording secretary, Mabel J. Hamburg; corresponding secretary, E. Elizabeth Beers; treasurer, Mary L. Topping. The program for the coming year will include lectures and informal gatherings for mutual help and suggestion; the first general meeting being the annual October luncheon at Monomonock Inn, Caldwell.

In June the New York Kindergarten Association completed an interesting and profitable year.

Two lectures in connection with program and sociology study were thoroughly enjoyed. Two speakers were Dr. Hamilton of the University Settlement, who spoke on the Kindergarten in the Settlement, and Miss Lillian D. Wald, head worker of the Henry Street Nurse's Settlement, who spoke on Child Labor, telling the effects of overwork on the growing child.

In the latter part of the year reports of the delegates to the I. K. U. proved a suggestive topic for discussion at the teachers' meetings and will doubtless react with beneficial results during the coming year.

This month marks the completion of the future home of the New York Kindergarten Association built for it by Mr. John D. Archbold at No. 524 W. 42d street. The new Memorial building will be the headquarters for the Association work. It will contain offices, assembly hall, model kindergarten rooms, and a roof garden. A memorial kindergarten will be opened here in September.

The year closes with the addition of two new kindergartens, the Riverside and the Memorial, making thirty-five kindergartens with seventy teachers.

A delightful closing of the year was a tea given by the kindergartners to Miss Waterman, the superintendent, June 19th, in the beautiful room of the Epiphany Kindergarten.

MARY E. PURDUE,
Chairman of Press Committee.

The Baltimore Training School for Kindergartners, which opened October 1st, 1906, at 1205 N. Charles street, under the direction of Miss Emma Grant Saulsbury, is an outgrowth of the work carried on in Baltimore for so many years under the directorship of Miss Caroline M. C. Hart, now of Philadelphia.

Kindergartners from all parts of the city were present at the opening, so great was the enthusiasm over the fact that Baltimore was again to have a training school.

Miss Saulsbury has been assisted this year by Miss Bessie Taylor, Miss Clara Touchstone, and Miss Miriam Kennedy. Another year, her sister Miss Amanda Douglas Saulsbury, will be associated with her in the work. Forty-four students have been enrolled this year in junior, senior, post-graduate, and special classes.

A mother's course is to be included in the future work, and other extensions are planned.

The outlook for 1907-1908 is most promising.

June 7, the following class completed the two years' course at the Oakland Kindergarten Training Class, Oakland, Cal.:

Rose M. Sheehan,
Frances M. Arnold,
Viva Nicholson,
Helen S. Greensfelder,
Isabelle Scupham,
Anne Keith,
Ada E. Overtreet,
Bessie G. McFarlann,
Frances D. Tisdale
Marguerite Cooley,
Flora Miller.

There are special courses in Nature Study, by Miss Chapman, supervisor of nature work in the public schools; drawing, Prof. Augsburg, supervisor of art in the public schools; "Fundamental Problems in Philosophy," Prof. H. M. Overstreet, University of California. The juniors have shared these courses, making a group of 35. Grace E. Barnard is principal.

The spring term of the private kindergarten

naintained by the Froebel Association of Texarkana, Ark.-Tex., opened Monday, March 18, 1907. Miss Sarah Sphar of Chicago University, a successful teacher of long experience, is director. The kindergarten work begun in this twin city eight years ago has made remarkable strides considering the unfavorable conditions for education and progress existing in so large a city. Nothing but first-class work has ever been done here, kindergartners from the best training schools having always been employed. Up to the present time, teachers trained by Miss Patty Hill have had charge of the practice work and preparatory training class work under the association. Several young ladies who began training in Texarkana and graduated under Miss Hill in Louisville, have filled and are filling responsible and lucrative positions. The association is in touch with the educational and club work of the two states and is a member of the I. K. U. One member of this organization will represent the kindergarten work for the state at the Arkansas State Federation of Women's Clubs, at Helena, Ark., in 1907.

MRS. MARY CROWDER PATTERSON,
Corresponding Secretary Froebel Association.

At a meeting of the Chicago Kindergarten Club, Mr. Edward G. Howe (who said that he began talking to kindergartners back in the 70's), spoke on Nature Work under City Conditions. He said nature work was necessary for city children because of the artificiality of city life. The life of the children is hedged about with limitations, not the least of which is the multiplicity of things going on all around them so that no one thing makes its full impression. It comes, it is gone. We need something to make them not only keen but thoughtful observers. In nature work, more than in anything else, we have the material for this. Even in the slums it is possible to do a great deal with the material the children see and use all the time. For instance, with fruits, vegetables, minerals, much may be done. Why are fruits bright in color? Different in taste? What is the use of the covering? Why are fruits sour or ill-tasting until ripe? etc. An exercise which all children delight in is trying which of a group of metals can be picked up with magnet, or be attracted by it. Making blue-prints of leaves is another fascinating occupation.

LIZZIE WHITCOMB, Secretary.

Miss Florence E. Ward, in charge of the Kindergarten Department of the Iowa State Normal School, gave an address on "The Kindergarten as the Basis of Public School Education" before the biennial of the Iowa Federation of Women's Clubs, held at Oskaloosa, May 15th to 18th.

Miss Minnie Godfrey, assistant in the Kindergarten Department of the Iowa State Normal School, has been elected to a position as kindergartner in the Waterloo, Iowa, schools.

Miss Elizabeth Harrison has been secured for a lecture at the Northeast Iowa Teachers' Association, to be held at Cedar Rapids in October.

Miss Katherin Portman, now in charge of the kindergarten work at Kirksville, Missouri, Normal School, will conduct the observation kindergarten at the Iowa State Normal School next year. She is a graduate of Chicago Kindergarten College.

Miss Mary Williams, kindergartner in the public schools of LeMars, has been conducting a series of story hours at the public library in that city.

On June 4th the Philadelphia Branch, I. K. U., held its annual meeting at Overbrook. The great attraction was dancing on the green by about a score of the members. Old folk dances were given, the participants being appropriately gowned in quaint old-time gowns. Several of the dances were accompanied by the old songs originally used, others were danced to the music of the old ballads. Several old folk songs were sung. The whole affair was a most quaint and well-planned ending to a successful season's work, the May-pole dance being especially beautiful. The large audience grouped on the lawn witnessed the open-air performance with great enthusiasm. Refreshments were served at the close of the dancing.

The same officers were re-elected for next year; Miss Anna W. Williams is president.

V. B. JACOBS,
Corresponding Secretary.

The Mary F. Walton Free Kindergarten for Colored Children is now at 204 West 63d street, where it awaits the completion of the Phipps Model Tenement across the street. Miss H. W. Maesing is principal. The kindergarten was founded in 1895. Mothers' meetings are held and there are clubs for the older children. Visitors are always welcome.

The American Ethical Union met at the Ethical Culture School, New York City, May 9-12. One important session considered "Direct Moral Instruction." It was addressed by Prof. Leuba, of Bryn Mawr, Pa., Dr. John L. Elliott, Miss Alice Seligsberg, Dr. Walter L. Hervey and others.

The First National Arbitration and Peace Congress met in New York during the week of April 14-17. To minds of the prophet order this great congress marks one of the most important occasions in the history of the city. It proved that the peace ideal is becoming a part of the consciousness of the generality of mankind. Murders and thefts still occur, although we have courts in which to try the offenders and wars may still occur even when a universal tribunal is established; nevertheless such a tribunal, the establishment of which must surely come, will mark one more step forward in civilization.

One afternoon the beautiful hall, with a capacity of 3,000, was crowded, floor and platform, with children of the public schools, City Superintendent William H. Maxwell presiding. Among the speakers were W. T. Stead, editor of the Review of Reviews, London; Dr. Nathan C. Schaefer, state superintendent of public instruction, Penn.; Dr. James J. Walsh, St. John's College, Fordham; Prof. H. T. Bailey, agent of the State Board of Education for promotion of Industrial Drawing, Mass., who spoke on the Peace Movement and the Arts, and Rabbi Stephen S. Wise of the Free Synagogue, New York.

Two speakers from foreign lands won the hearts of the children. Baron D'Estournelless de Constant, member of the French senate, began by addressing the children in French. Seeing their perplexity he asked if they preferred him to speak in English. "Oui, oui, oui," came laughingly from all parts of the house. With this introduction as an object lesson, he showed how easily misunderstandings might rise between countries speaking different languages, especially when a press was all too ready to foment difficulties. At his suggestion a telegram was sent from the children of New York to the children of President Roosevelt, who has done so much for peace.

Senorita Huidobro, recently of Chili, told of the placing of the statue of the Christ of the Andes on the highest point between Chili and Argentina as a memorial to the eternal peace pledged between those two countries. A picture of this statue was shown in the Kindergarten Magazine in 1904. The former arsenal of Valparaiso has been turned into a trade-school for boys.

It may not be generally known that all nations that are at peace are authorized to border with white their national banner. Jenkin Lloyd Jones, pastor of All Souls church, Lincoln Centre, Chicago, has, with this in mind, written some lines additional to "The Star-Spangled Banner." They were sung at the raising of the flag over the Abraham Lincoln Centre, Chicago, by the children of

the Sunday school and were published in Unity, Chicago. Through courtesy of Mr. Jones and Unity we reprint them, believing that many school principals will be glad to have the children learn them.

THE WHITE-BORDERED BANNER.

(The Abraham Lincoln Centre Peace Flag.)

white,
stant, member of the French senate, began by ad-
Our stars and our stripes are now bordered with
To justice and peace all the nations inviting.
'Tis the emblem of love-giving might to the right,
All the races and creeds in truth's service uniting.
Not by powder and ball, but through love's louder call
Will the merciful banner yet wave over all

O the white-bordered banner in beauty shall wave
O'er the lands and the seas, all God's children to save!
Repeat: Then conquer we must, etc.

During the middle ages when European universities took their rise, the coming of a great professor to a state was considered one of the important events in the life of a community. When the University of Leyden was founded by the Dutch States General as a reward to the citizens of Leyden for withstauding the long siege of the Spaniards, thus saving Holland from subjugation, invitations were exteuded to the most eminent professors in the universities of other countries to accept chairs in the new institution. Delegations were sent by the government to persuade the men who had received these calls to accept. When they responded to the calls they were received with open arms not merely by the university circle, but by the citizens—men, women, children, old and young, rich and poor, of Leyden and Holland. Their coming was greeted with bonfires, illuminations and celebrations such as we give to great and important events.

Those days have passed away never to return, but the significance of the coming of a great man into a community has not become less but much greater as the years have rolled on. The modern university is a much more comprehensive institution than the medieval. It reaches more sides of the community life and is more vital to its welfare, and the addition of each great scholar to its force is therefore more important. Prof. Goss's coming to the University of Illinois marks a new epoch in the development of engineering study in every branch of that work at our state university.

Such is the interesting manner in which President James of the University of Illinois leads up to the statement that Prof. W. F. M. Goss of Purdue University has accepted the chair of Dean of the College of Engineering and director of the School of Railway Engineering at the University of Illinois.

Let the children of the upper grades know the value set by our knowledge-hungry ancestors upon the universities and they will certainly better appreciate their own advantages today.

Most visitors to the recent I. K. U. convention would agree that the one session set apart for a discussion and explanation of the various kindergarten exhibits was all too short. The exhibits were many, involved much thought and labor, repsented various schools of thought and deserve a more thoughtful analysis than we can give in the present instance.

Those who lived in the vicinity of New York were fortunate in that, during the two weeks following the convention they still had opportunity to visit and study what was to be seen, and therefore did not miss the splendid exhibits sent from Germany, England and the Scandinavian countries

Several English Kindergarten Training School sent exhibits and there was every evidence tha they are keeping right to the front of educationa progress. There were some strong, large fre drawings of tulips, hyacinths, etc., upon larg sheets of brown paper that appealed to one's sens of the fitness of things. The children drawin these did not sit in cramped, unhealthy position with heads close to the paper. Much good wor by the teachers was also shown. A great deal c outside material is being used, including raffia c "bast" work, dyed with natural colors obtaine from onion, madder, cranberry and spinach.

Large photographs showed children at work an we observed that ambidexterity is in use althoug in this country many psychologists are beginnin to think that Liberty Tadd's views practice on thi subject will bear discussion.

Books showing the work of children in the grade were also shown and nature study plays here a important part in some schools. We noted that i one book in large, clear writing, the child reporte iu short senteuces his observation of different ir sects and animals. In one case the teacher ha written in red ink: "Stick to what you yourse have seen." Right from the beginning that chil is being trained in accuracy of observation an statement of fact and in integrity of character.

The German exhibit, sent through the courtes of Fraulein Heerwart, was historical in characte and was therefore placed with the other historica exhibits. In this circular room these were all a ranged with much expenditure of time and though and strength by Mrs. Langzettel and her assistan from different local training schools. Here wer suspended large cardboard placards bearing po traits of different early pioneer and contemporar workers. These were in some cases only crud newspaper cuts, often secured after much troub and after a good deal of correspondence from re mote friends of the movement. There were picture also of historical buildings and newspaper clipping and pamphlets giving historical data. These pla cards were arranged in decades, beginning wit 1837, and one could have spent many fruitful mo ments here had the time permitted.

It was after much consideration that Mm Kraus-Boelte decided to bring to light of publ day the many examples of early work, which sh had preserved for these many years, but all wh saw them were grateful that she did so. Much c the same work is still carried on in many school but there were some things that are not now seer Among these was the "moss-like ruching," made c a long strip of one-half inch wide white pape finely fringed from each edge—an exercise requi ing control of the scissors. There were exampl of checked drawing, of fine cardboard sewing, an of sewing on "outside material." Among these wa a mat made when six years old by Blossom Gilber daughter of the much loved actress, Mrs. John Gi bert. There were skeleton hexagons and oth things made with sticks and peas, so well made th they had survived these many years.

The German exhibit sent by Fraulein Heerwa was naturally of most interest to the student beginnings. And of these we were most pleased see the dark-blue cardboard sheet which Froeb used on his missionary pilgrimages to demonstra his educational system. Upon a cardboard she were glued tiny third gift cubes, half size, in series illustrating forms of knowledge. Oth sheets would have shown other gifts with forms life and forms of beauty. They required compar tively little space and seeing one enables us to pi ture the great lover of childhood standing before h audiences and delivering his message.

There were shown also large two-inch cube

ɩinted white and bearing in black German type atements or questions like the following: "Can ɔu see my center?" "Every corner ends in a ɔint," etc.

The label of each gift-box bore, in addition to ɩe number of the gift, the familiar legend, "Come, t us live with our children."

The colors of the six first gift balls were not the ɩre, pleasing dyes which we now rejoice in, but ere more crude and less defined, though years may ɩve faded the once bright hues.

Some of the weaving and sewing was of material fine as to make American eyes and nerves ache ith merely looking upon them, but the work was ɘautifully done.

As we looked upon some paper-folding done with d, discarded copy-work paper we wondered if we today half appreciate the advantages we enjoy in ɩe beautiful manufactured goods now so easily ob-ɩinable. The great teacher, however, does not ɘed perfect materials in order to truly help the ɩild in his upward climb. Better the good teacher ɩd crude materials than the best of materials and ɩe poor teacher.

What pleased us as much as anything were the vo tiny books of sewing and weaving made by a ttle girl and purporting to be the work of her doll. his seemed to bring us into direct contact with the ɘal child and showed that the kindergartner had ved close to the children. The books were long ɩlders, like our sewing-books of today, only each, hen folded up, measured only about two inches ɩuare. When extended it would measure, with its n leaves, about 22 inches. There were thus ten ee forms of knowledge made by this little girl in 350.

The London (Ontario) Froebel Society devoted the rst two weeks of July to a summer school for kin-ɘrgartners. Thirty of the London kindergartners ttended the classes and a dozen teachers from ther places in Ontario. The first week was in ɩarge of Miss Mary Adair, of the Kindergarten raining Department of Philadelphia Normal chool, who devoted the morning session to a dis-ɩssion of the program, with games, and in the af-ɘrnoon took up the subject of children's literature, ith story illustrations. Miss Adair is particularly appy in her correlation of the art work of the ifts and occupations, and is also strong in showing ɩe connection between the child's earliest litera-ɩre (Mother Goose) and its higher development in ɔng and story. A busy but very delightful week ɩis was voted by all present, many of whom are oping that next summer will find Miss Adair again ɩ Canada.

From July 8-12, Professor Earl Barnes was in harge of the school. The morning sessions were evoted to Child Study, and the development of the hild along physical, intellectual, artistic, moral nd religious lines was considered. In the after-oons some sociological aspects of education were ealt with in very suggestive ways. The effect of hese afternoon discussions was to make those in ttendance more conscious of their responsibilities, s women and as citizens, and to give a wider view f the relation of each to all. Four evening ad-resses were given to larger audiences. The topics elected for these were: The Powers of Work—a tudy on Cecil Rhodes; The Power of Love, a Study n Robert Owen; The Place of Woman and Her 'uture in the Teaching Profession. Those familiar ith the work and personality of Mr. Barnes know hat he is never commonplace; and the week spent nder his leadership is counted by all who shared t a most fortunate and inspiring experience. The ɩembers of this summer school will return to their hildren in September with renewed interest and resh inspiration.

Professor R. G. Moulton of the University of Chicago will begin his third course of lectures under the auspices of the London Froebel Society (Ontario), during the second week of November. The topics chosen are: The Wandering Jew; The Legend of Temperance from Spenser's Faerie Queen, second Canto; The Cane of Mammon, a single picture from the same book; St. Matthew—The Literary Study of the Bible; The Indian Song of Songs, and The Hebrew Song of Songs.

FIRST LESSON.

REPORT OF KINDERGARTEN SECTION.

The Kindergarten Section of the N. E. A. held its first meeting in Immanuel Presbyterian Church, Tuesday afternoon, July 9th.

In the absence of the president, Miss Mary C. May of Salt Lake City, the vice-president, Dr. Elmer E. Brown of Washington, D. C., presided, until Mrs. Frances C. Holden of Redlands was appointed.

The first address was given by Miss Grace Everett Barnard of the Kindergarten Training School of Oakland, the subject being, "The American Ideal of the Kindergarten." This was followed by Dr. Margaret E. Schallenberger, whose topic was, "Motive for Work." Dr. Schallenberger comes from the San Jose State Normal. Discussions followed.

A nominating committee was appointed:

Miss Stoval, San Francisco; Miss Grace Wood, Trenton, N. J.; Rosalie Pollock, Salt Lake City.

Also a committee on resolutions:

Mrs. Millspaugh, Los Angeles; Miss Greenwood, Pomona; Miss Ellis, Phoenix, Arizona; Miss Randolph, Kansas City; Miss Rowell, Pasadena.

Adjournment.

MINNIE C. WOOD,
Secretary.

REPORT OF KINDERGARTEN SECTION.

The Kindergarten Section of the N. E. A. held its last session in the Immanuel Presbyterian Church, Thursday morning, July 11th, Mrs. Holden, the president, presiding.

"Home and School Life in Germany" was the subject of the paper given by Miss Amalie Nix, president of the German Pedagogical Society of Minnesota. After the reading of the paper many questions were asked, which Miss Nix answered in a very able and interesting manner, she having lived in Germany several years.

Edwin Ressler, president of the State Normal School of Monmouth, Ore., who was to have given a paper on "The Kindergarten Curriculum" did not appear.

The section proceeded with business. The committee on nominations presented the following names:

President, Miss Bertha Paine, Chicago, Ill.; Vice-President, Miss Barbara Greenwood, Pomona, Cal.; Secretary, Miss Bertha Rockwood, Cleveland, Ohio.

This report was accepted, and the motion for the secretary to cast the ballot for the election of said officers, which was done.

The committee on resolutions submitted the following report:

Resolved, That it is the voice of the Kindergarten Department of the N. E. A. that we, as kindergartners deeply interested in child life, use our influence in such a manner that mothers will demand a higher standard of culture in the nurses or maids intrusted with the home care of children.

Resolved, That a committee of five be appointed to confer with the officers of the I. K. U. for the purpose of bringing about a closer affiliation between the two departments.

Resolved, That we extend our thanks to the officers of the Ebell Club for the generous offer of

their club house for the reception given to visiting kindergartners and educators.

Resolved, That we thank the members of the From Line to Line Club and all others who have made our stay in Los Angeles a pleasant one.

Resolved, That we appreciate the careful way in which the press of Los Angeles have reported our proceedings.

Resolved, That these resolutions be placed upon the minutes of the meeting of this department.

(Signed) NORA H. MILLSPAUGH,
BARBARA GREENWOOD,
LUCY ELLIS, Phoenix,
ADELAIDE RANDOLPH,
GRACE ROWELL.

Adjournment.

MINNIE C. WOOD,
Secretary.

Dear Miss Johnson:

I am going to add a personal word to you about the N. E. A., from which I have just returned. The kindergarten section on the whole compared favorably with many of the others, but there was a strong feeling that if the kindergarten is to receive recognition in the educational world, that the kindergarten section of the greatest educational meeting of the country should receive the hearty support of all kindergartners. That this support is not given because kindergartners continue—in spite of strong counter-tendencies—to be an "esoteric body" holding their great and enthusiastic gathering at a separate time, and in their own place apart from the broad and deep educational currents which center in the meeting of the N. E. A. A resolution was adopted providing for the appointment by the chair of a committee from the kindergarten section of the N. E. A. to confer with the I. K. U. to see if these two gatherings could not be brought nearer together in point of time and place at least, if not by merging the two. I hope you will use your influence to this end. I wanted to appoint you on this committee (I was chairman), but could not find your name among the N. E. A. active members.

You are undoubtedly familiar with the Sixth Year-Book of the National Society for the Scientific Study of Education. I had looked forward to their meeting for the discussion of this year-book with unbounded enthusiasm, as to a feast prepared for the very elect. The shock of disappointment was so great and so sudden that I am still finding new bruises received from the fall. Not a speaker attempted to state the problem—nor any problem—much less to grapple with it, or with any! Kirkpatrick's article was referred to with horror by Dr. Long and several others, but in just what its awfulness consisted was not intimated, and the Philistines were not given a chance to ask. After a careful reading, it still appears good to them. But somewhat too much of this.

Please do all you can to create a sentiment in favor of making the N. E. A. the great kindergarten meeting of the year.

Sincerely yours,
FRANCES C. HOLDEN.

The Outlook sums up the best features of the N. E. A. as follows:

AMERICAN TEACHERS IN CONVENTION.

For five days, in the hottest July on record in California, twelve thousand teachers assembled, week before last, in Los Angeles, for the fiftieth anniversary convention of the National Education Association. Preliminary to the meetings of the Association the workers among the Indians assembled under the direction of Commissioner Francis E. Leupp. The exhibit and the reports there made should convince the most hopeless pessimist of the certain and steady march of the Nation's wards to an independent and self-respecting citizenship. T[illegible] a layman the "N. E. A." (as it is familiarly calle[illegible] presents a body of serious and self-restrained me[illegible] orists. One is struck with the moderation and qui[illegible] patience of these middle-aged men and women w[illegible] have in charge what seems at times to be the mo[illegible] serious task confronting the American people. T[illegible] quiet approval of the audiences, which are co[illegible] posed of women and men in the proportion of thr[illegible] to one, is given only to accepted doctrines of educ[illegible] tion and tested methods of teaching. A visit[illegible] finds, after mingling with these men and wom[illegible] for a week, that there are not likely to be any vi[illegible] lent experiments made in teaching the children [illegible] the Republic. At the same time he is impress[illegible] with the progressive spirit everywhere manifeste[illegible] The leaders of the Association have evidently a[illegible] cepted the new psychology without further que[illegible] tion. Froebel and Pestalozzi are in control. [illegible] learn by doing is the current maxim. Manual trai[illegible] ing in the grade, agricultural training in the rur[illegible] schools, and increased laboratory methods in [illegible] lines of work are assumed to be the true directi[illegible] of normal development, but there is some hostilit[illegible] for instance, to spelling reform. The active mem[illegible] bership of the Association, which is permanent, a[illegible] votes and organizes, as distinguished from the a[illegible] sociate membership, which takes advantage of lo[illegible] railway rates to attend the meetings perhaps on[illegible] in a lifetime, is composed of the administrators [illegible] schools—State and city superintendents, presiden[illegible] of universities and colleges, and principals of t[illegible] high schools. Their enthusiasms are qualified [illegible] experience. One notes the solemnity of all t[illegible] meetings and an absence of humor. At the mee[illegible] ings this year the strong men in the teaching fa[illegible] ulties of Yale, Princeton, Harvard, Cornell, a[illegible] Ann Arbor were absent; the high school and gra[illegible] teacher seldom appeared upon the program; b[illegible] there were strong, vigorous personalties present.

HOW THE ASSOCIATION DOES ITS WORK.

The Association does its most important work [illegible] its committees of investigation appointed by t[illegible] eighteen sections and departments. The procee[illegible] of an increasing endowment fund are used for the[illegible] investigations. Thus, the report on the preparati[illegible] of high school teachers, the result of a thorou[illegible] investigation by seventeen competent experts und[illegible] the leadership of Principal Halleck of Louisvil[illegible] will be published in permanent form and may co[illegible] stitute the last word on that subject. In the comi[illegible] year committees furnished with suitable appropr[illegible] tions will investigate the time allotted to the pure[illegible] cultural element in education, to the teaching [illegible] morals in the public schools, to the cause of t[illegible] shortage of teachers, and to the teaching of exce[illegible] tional children. A committee was appointed [illegible] urge upon Congress the establishment of a Natio[illegible] University in Washington. The Association e[illegible] pressed itself warmly in favor of pensions for [illegible] tiring teachers and the increase of their compen[illegible] tion. It sent enthusiastic greetings to the Hag[illegible] Peace Conference. The new constitution and [illegible] laws authorized by act of Congress incorporati[illegible] the Association under National instead of st[illegible] laws was adopted without serious opposition. Th[illegible] were many notable addresses. Bishop Conaty [illegible] the Roman Catholic diocese of Southern Califor[illegible] brought "a kindly greeting and a message from [illegible] consecrated men and women in the Cath[illegible] schools." The retiring President of the Assoc[illegible] tion, Nathan C. Schaeffer, for fourteen years St[illegible] Superintendent of Pennsylvania, spoke for the [illegible] of the school in promoting international peace. [illegible] perintendent E. G. Cooley of Chicago, fresh fro[illegible] successful fight to prevent the public schools [illegible] Chicago from passing under the control of soci[illegible] ists and the labor unions, was unanimously cho[illegible] President for the coming year.

PEDAGOGICAL DIGEST DEPARTMENT

THE PROBLEM OF CITY PLAYGROUNDS.

DR. HENRY S. CURTIS.

eport of the Supervisor of Playgrounds to Philadelphia, Chicago, Pittsburg, New York and Boston, to investigate Playgrounds and Playground Equipment of these Respective Cities

Chicago.

There has been so much written and spokn about the new system of parks and playrounds in Chicago that scarcely anything hat can be said about them will appear to e new. No one can see this system without feeling of admiration and wonder at this nagnificent civic enterprise. Takingall in all nd considering the magnificence with which t is planned, the great number and variety f new features which have been introduced nd the rapidity with which it has been acomplished, this seems to me one of the nost remarkable undertakings that has een carried through by any commonvealth.

The South Park Commissioners, appointd by the judges of the circuit court, and hus independent of politics, have always een men of the highest ability and integity. The actual supervision of the parks nd playgrounds has been in the hands of Mr. J. Frank Foster, a man of tireless enrgy and unusual ability, for the past wenty-seven years. He has had the same reedom in making appointments and discharges that a man has in his own private usiness. South Parks is a separate taxing ody and levies a tax of two mills on South Chicago for the support of this park system, o that it is independent of the city both in ts officers and its funds. It gets its approriations directly from the state. It has a eparate police force, a separate water sysem and is now installing a separate elecric light plant. This form of organization has doubtless added to the efficiency of the system, yet, still the new South Parks Sysem remains a work of almost inexplicable genius.

A little more than two years ago, the South Parks System received $4,000,000 for small parks and playgrounds. Since that time it has received $2,500,000 additional, West Parks has received $3,000,000, and North Parks $500,000, making $10,000,000 in all. This increase of $6,000,000 over the original appropriation seems to show that Chicago believes in her new system, and is ready to tax herself for its support and increase.

One of the first features to strike the eye of the visitor is that this park playground has the beauty of the park and the utility of the playground at the same time. It is in fact a playground for all ages and sexes and yet so beautiful that it seems like an oasis in the coal-grimed desert of South Chicago. Each of them is surrounded by a high iron fence, but even now the fence is so far concealed by trees, flowers and shrubs that it can scarcely be seen from the inside, and soon it will entirely disappear. On entering one is first impressed by the athletic field, where baseball and tennis are played during the summer, football and tennis in the fall, and skating and tobogganing are enjoyed in winter. The water is sprayed on with a hose, so that the ice is frozen as soon as the thermometer drops one or two degrees below the freezing point. As these parks are in crowded sections the ice is literally covered with skaters. A slide is erected at one edge for tobogganing. The shelter house on one side is closed in and heated for the skaters and coasters.

A second notable feature is the athletic field and gymnasium for men. This is also surrounded, as are each of the features of the playground, by a high fence of sharp iron pickets. This field is surrounded by what they claim is the best running track in the world and which is certainly among the best. The outdoor gymnasium is large and complete, being furnished by the Narragansett Machine Company with every detail of outdoor gymnasium equipment. There is a separate place for each field event, such as putting the shot, the high and broad jump, pole vaulting, etc.

Not far from this is the outdoor gymnasium for women and girls, which is similarly equipped but smaller, and with more fea-

tures intended for play rather than systematic exercise.

A fourth feature is the playground for small children, also surrounded with a high iron fence, and equipped with all the most improved forms of playground apparatus. In the center is a good sized wading-pool. Running nearly around this is a concrete sand bin often as much as 150 feet in length and 15 feet in width. It is covered with an awning. Around this on a concrete platform runs a concrete seat for the mothers. This is also about 150 feet in length. I was told that it was nearly filled during the summer months with mothers who come to put their little children in the sand while they sit on the bench and sew or read or watch the children.

A fifth feature is the outdoor swimming-pool. This is the most popular feature of the whole playground during the summer months. It is a concrete pool a little less than half an acre in size and ranging from three to eight feet in depth. It is surrounded by a beach of white sand in which the bathers burrow and bask as they do on the seashore. Around this are some two or three hundred bathing booths. The gateway into the pool is through a shower house containing some ten or fifteen showers, through which everyone is required to pass in going into the pool. Just outside are the waiting benches where about two hundred people are usually collected during the middle of the day waiting for an opportunity to go into the pool. Each group of bathers is given one hour, and then at the sound of the gong, they leave the pool and another set of bathers take possession of it. The park furnishes bathing suits, towels and soap. It is open four days a week for men and two days for women. The pool is lighted by electric lights and is open until 9:30 every evening. The attendance ranges between 500 and 1,500 daily.

The most notable and distinctive feature of these new parks however, is the field house. These field h uses were built on the plans of Mr. Burnham of Chicago, at the cost of about $90,000 apiece. The material used in nine out of ten buildings is concrete and the roofs are green mottled tiles. The approach is by a broad flight of steps extending almost the whole length of the building. On entering one is struck by the magnificent color scheme and the wonderful harmonies of the reds, browns, greens and blues and other colors which have been used in the decoration. The broad entrance hal contains a circular rack of potted plants which enlivens the interior and reminds one that he is in a park. At one side of the entrance is a restaurant or lunchroom at which such small refreshments as soups, sandwiches, coffee, ice cream and pie, are served. All of these viands are sold at cost. The five-cent dish of ice cream, which is made by the park department, is said to be the best ice cream in Chicago and is certainly delicious. So excellent is this simple lunchroom that many working people in the vicinity are now going there for their lunches in place of going to other restaurants. The settlement workers say that they are having a strong influence against the saloons; that the people find it a pleasant place to come and sit down and have a cup of coffee or a dish of ice cream, and that the attractive surroundings give it advantages over saloons.

On the other side of the entrance, in a number of buildings, is a branch of the Chicago Public Library. All of these libraries are used to the fullest extent, and the Chicago librarian, Mr. Hurt, says that the one criticism that he has is that the rooms are not large enough to hold the people who wish to make use of them. I can testify for my own part that in the libraries which I visited there was scarcely a vacant seat.

At one end of the building is a gymnasium for men. This is completely equipped with the best modern apparatus, so arranged that the apparatus goes up on pulleys to the ceiling, thus leaving a clear floor for games of basket-ball, indoor baseball, etc. Just off from this are the best steel lockers which can be had, five or six shower baths, and a plunging pool usually about 15 or 20 feet in length.

At the other end of the building there is exactly the same equipment for women.

Sometimes on the ground, but more often on the second floor, is a large auditorium with movable chairs which is used for public lectures or public meetings of any kind, or for dances or social gatherings. One of the greatest perils of South Chicago, as of most cities, are its dance halls. These halls are generally connected with saloons and often with Turkish or Russian baths as well. The South Parks system is offering to the people a clean, attractive, well-lighted hall which may be used for any neighborhood purpose where the best influences prevail. They have already done much to lessen the

use of the surrounding dance halls, and it is hoped that they will soon be able to close many of them.

Off from the auditorium are four or five club rooms.

A notable feature about the use of the new parks, and especially the field houses, is that the ones in the better sections of the city are most used. In Hamilton Park, which is surrounded by a professional and business population of men who are supposed to earn from two to five thousand dollars a year, all of the features of the field house are used almost to their full capacity.

The keeping of this system is fully up to the level of the plan itself. Every part of it is faultlessly clean. Every piece of apparatus is tested every morning before the children are allowed in. During the summer time there are from fourteen to twenty attendants in every one of these playground parks. There are three life-savers at the swimming pool. There is one who has charge of the shower-bath house and several attendants at the bathing-booths themselves. There are three janitors, and a force of three or four men to mark out the running tracks, tennis courts, care for the apparatus, etc. There is a manager in charge of the building. Gymnasium instructors from May to November have charge of the outdoor gymnasium and fields and from November until May they have charge of the indoor gymnasiums. The hours are from 2 to 9:30 in summer and from 3:30 to 9:30 in winter. All of these instructors are high type men and women, most of them being college graduates. They are receiving, at present, $1,100 a year. Every part of the playground is open until 9:30 at night. On Sundays there is a special director, who is an assistant to the regular athletic director, and who takes charge of the work on that day.

If one may venture a criticism on this truly magnificent system, it is that the children's playground is much in need of a kindergartner, and that the manager of the building should be a rather higher type man and more of a social organizer than the one who at present has charge.

On the whole the impression which is left from the visit is one of wonder that any system with so many new and progressive features could have sprung into existence in such a brief time. It is along the line of progress in other cities, but it seems to have skipped ten or fifteen years of growth and given us at once a finished product.

There can be no doubt but that Chicago appreciates its new system of playgrounds. The attendance for the last nine months of this year was 4,442,768, which is considerably more than twice the attendance for last year. These figures are re-emphasized by the fact that $6,000,000 have been voted to this purpose by Chicago since the first parks were completed, and the two new parks, contracts for which have been let within the month, are to be finer than any of those now finished.

A remarkable state of affairs exists at present in the Chicago schools with reference to their use for social and educational purposes by the people. There is a law which states that the school building may be used twice a year for public lectures or meetings, provided that all expenses of janitor, heat, lighting, etc., are paid for, but as an actual fact it is very difficult to secure the use of a school building even twice a year for the benefit of the community. The new charter of Chicago, however, reads: "We recommend the widest possible use of the school buildings for public lectures, clubs, parents' meetings, or any other undenominational or non-political purpose."

Before leaving Chicago I was asked to go to Milwaukee to speak on playgrounds in order to help the council to decide whether the $250,000 which the city has set aside for parks shall be spent on small parks and playgrounds, such as those of Chicago, or on the purchase of a large park on the outskirts of the city.

PITTSBURG

Pittsburg has had a system of public playgrounds for the last ten or twelve years. The initiative in the movement was taken by the women's clubs of Pittsburg, which have been raising some $10,000 annually for this purpose. Three or four years ago the city took up the work, and they now own three playgrounds, most of which contain field houses, though much simpler than the ones in Chicago. These houses contain a small gymnasium, a few shower baths, toilets, and a storeroom for the playground equipment. They have received this year $80,000 for the finishing of a new playground. The contract is about to be let for the field house. It will be on a much more ambitious scale than any of the others.

PHILADELPHIA

Philadelphia was really the first city visit-

ed. The supervisor was asked to go there in order to consult with the superintendent of the Star Center with reference to the equipment of their playground for which the city has just given them $5,000. The school playgrounds of Philadelphia are in a unique position, in that they are under the control of the supervisor of children's gardens. They are some thirty in number.

There was strenuous endeavor made in the council this year to secure $100,000 to equip a recreation center like those of Chicago, but the battle has gone over until next year.

NEW YORK

New York has undoubtedly the costliest playground system in the world. The two and one-half acres of Seward Park cost the city, equipped, $2,500,000, or $1,000,000 an acre. About one-half of the new municipal playgrounds had to be made by demolishing five and six-story tenements. The other half was made by giving the children one-half or one-third of some existing small park, which seems like only the merest justice to them. The latest playground finished, the Thomas Jefferson, cost the city $3,500,000, and the eleven now finished have probably cost in the neighborhood of $15,000,000. One cannot help being impressed, in looking over this system, by the foolishness of its management. The interest on $15,000,000, at 4 per cent., would be $600,000 a year. It is obvious that a city cannot afford to run so expensive a plant much below its maximum efficiency, yet the city is certainly not getting more than one-half or one-third of the possible use of these playgrounds for the lack of $30,000 or $40,000 spent in further equipment and competent supervision.

The sites for eleven new municipal playgrounds have been selected during the past year.

The school playgrounds in New York are much better managed. The recreation centers, which have grown to some thirty in number, are maintained throughout the year and are constantly increasing in popularity, so that now they have very nearly reached their full capacity. The recreation centers for boys consist of a small reading room, a large room for games, such as checkers, dominoes, lotto, authors, etc., a study room, with a teacher in charge, four or five clubrooms and a good sized gymnasium. The boys' clubs are largely debating, social or gymnastic. The girls' clubs are largely literary. In all the girls' centers the last hal hour of the evening is given to dancing.

BOSTON

There are twenty-one playgrounds now belonging to the city of Boston. A notable thing about them is the cheapness with which they have been secured by the city. A very large part of them have been made by filling in ponds or marshes, or on land which was secured at an early date by the city at a small cost. They are under the park department, and there is no separate supervisor of playgrounds. This seems to be rather a weakness in the system, as the park superintendent has more than enough to look after the park system of Boston. The park ideal has pervaded the playground development, so that they are rather places to play than playgrounds in the modern sense. They are mostly baseball and football fields, which are flooded for skating in the winter, and which in general have their largest attendance in the winter time. They also have courses with board boundaries fo hockey. There are many acres devoted to tennis in Franklin Park, and there are twenty-one baseball diamonds in Franklin Field alone.

In the smaller playgrounds there are swings, sea-saws and teeter ladders for the small children, and a kindergartner is in charge during the summer time and an attendant after four during the rest of the year, but on the whole the system seemed to be insufficiently supervised, and very few children were making use of its advantages. The supervisor has no doubt in his own mind that a competent director put into each of the playgrounds would more than double their attendance. The park superintendent would be very glad to give more direction to these grounds, but the appropriation is cut down to such a small figure each year that they have to be run on the most meager basis, but it is certainly a questionable piece of economy to cut down expenditures until a system which cost the city $3,000,000 can only be run at half its efficiency. Then, too, the benefit which the children get from an undirected field are not at all in proportion to what they would get under a skillful athletic director. There is a gymnastic instructor, of course, at Charlesbank and Wood Island Park, and there will be an athletic director in the two new outdoor gymnasiums which are now being equipped.

The park superintendent assured me that the playgrounds were very popular in Bos

ton, and that one of the most popular things that an alderman could do was to try to secure a playground for his ward. The playgrounds of Boston are, some of them, now nearly twenty years old.

There is a public bath and gymnasium commission, who have charge of a series of ten public gymnasiums, and there is a certain feeling that the playgrounds ought to be put in their charge. Some of these are adjoining the playgrounds of the park department, and it certainly is a pity that the two should not be under one management, but the writer is not in a position to state which would be the better board of control.

The new municipal building on Columbia Road seemed to me one of the most admirable civic centers that I have ever seen. It resembles the field houses of Chicago, except that it is not connected with the park system. The basement has a fair-sized swimming-pool. On the first floor are a large auditorium and a good-sized public library. The second floor was devoted to two large, splendid equipped gymnasiums. The building is not large enough to accommodate the people who wish to use it.

NEIGHBORHOOD HOUSE PLAY-GROUND, LOUISVILLE, KY.

Since the experiences, failures, successes, of one part of play-ground workers must necessarily throw some light upon the problem of others, especially those who are new to the field, we are pleased to give some illuminating extracts from the 1906 report of the Neighborhood House Play-ground in Louisville, Ky. We read that:

The crowd was always composed mainly of boys; the girls making from one-quarter to one-third of the total number.

The smaller number of girls was accounted for by several facts. First, the chief amusements possible were the rough sports that boys engage in. Again, by carrying on such activities the boys absorbed most of the available space. The girls of the neighborhood have very little time to spend on the play-ground, as they have to help in the homes. The presence of a number of rough boys in the yard, discourages the girls from appearing.

Playground Groups.

The general play-ground population was made up of loosely defined groups each of which showed special characteristics. The boys, eleven to fourteen years old, usually monopolized the baseball privileges in the daytime and shared in the basket-ball, racing and other pursuits of the evening. This group of about 20 boys benefitted more by the play-ground than did any other group.

A group of smaller boys, some of them as young as six years, led a precarious sort of life in the play-ground. They used the sand pile, the swings, attempted to play ball in many confined spaces, took part in the races, and invented makeshift amusements from time to time. They crowded each other out of these various employments and were crowded out by other groups. Their amusements on the whole were cramped and carried on under difficulties. Under such circumstances each individual grasped all he could get, with small regard to his neighbor's rights; and considerable friction resulted.

Hancock Street Play Ground of the Louisville Colored Missions.
Courtesy of the Presbytery of Louisville.

The girls were subjected to much the same difficulties as the small boys, but their situation was somewhat better from the

fact that they made more use of the swings, and were able to invent games such that most of the setting was imaginary. In the evening they engaged in ring-games, and in basket-ball and racing, on equal terms with the boys.

The groups of large boys might be defined roughly. One, of boys, mostly of whom worked during the day and came to the yard only in the evening. They spent the time in basket-ball and track athletic events, were easily controlled, and seemed to enjoy the play-ground.

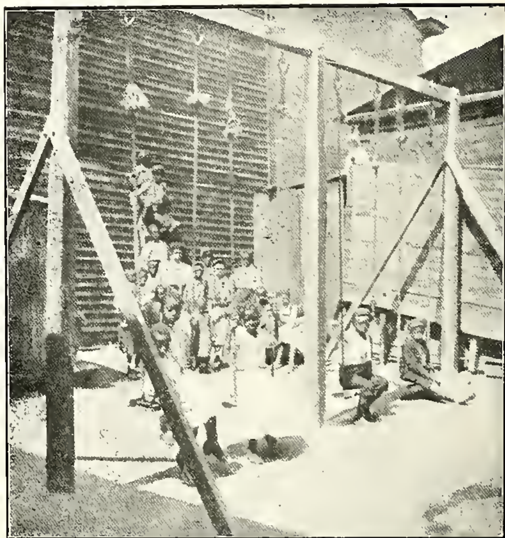
The others were a group of about a dozen boys, from 16 to 19 years old, who either loafed through the entire summer, worked spasmodically, or worked only a part of each day. Most of them were inveterate cigarette smokers; they drank beer more or less, and some of them frequented houses of ill fame. There was a strain of crookedness in this group which came to light several times when the police made inroads on their numbers. Some were fascinated by the attractions of tramp life and occasionally engaged in train riding; making trips of from a few hours to a few days' duration. On such trips their conduct would be, of course, a matter of doubt; and their tendency to be on the streets at all hours of the night also laid them open to the suspicion of nefarious work. In their conversation they affected the vernacular of thiefdom. Generally speaking, it seems probable that they are drifting toward the crook's life, not because of need, nor not primarily in the hope of large gains, but because dominated by a spirit of braggadocio and allured by glimpses of the life of the under world; they are gradually becoming bolder and eventually may permit themselves to be drawn into the criminal fraternity.

In the course of the summer nearly all of these boys were at one time or another expelled from the yard, and all but three were permitted to return.

They had very little consideration for the rights of the girls and smaller boys, and it was chiefly on this account that they fell into trouble in the yard. However, as the season went on these boys grew more tractable and finally seemed to resign themselves to a situation which forced them to concede to others the chief privileges of the play-ground. The larger boys were allowed to use the baseball space for a limited time each day and were allowed to share in the supply of base balls with the smaller boys, in the ratio of about one to four.

The Apparatus.

At the beginning of the season the play-ground was supplied by the Recreation League with a small amount of baseball material, with rope and steel rings for the ring-toss game, and later with a basket-ball and some additional baseball material. At the same time a supply of five-cent base balls was guaranteed; it being left to the play-ground management to decide how many should be used.



Preston Street Play Ground of the Louisville Colored Missions.

Courtesy of the Presbytery of Louisville.

The matter of the number of balls to be given out, remained the matter of some friction between boys and the management until the difficulty was lessened by the boys themselves taking charge of the ball supplies. A committee of three was appointed each Monday morning and was given authority to use a certain number of balls during the week. A saving was to be rewarded by allowing the use of a better quality of balls.

The swings were busy constantly and the question of the rights of each individual in the use of the swings was a live one at all times. The sand box was rather popular with the small children, but might have performed a much greater service if it had been larger and supplied with a better quality of sand.

The ring-toss game was popular during the first half of the season and furnished a great deal of entertainment; but later the children grew tired of it.

Play-Ground Methods.

In conducting the play-ground it seems desirable to give the child all the freedom that he can use without infringing upon the rights of others. Much can be accomplished by making individuals or groups responsible for the right conduct of a game or the right use of certain apparatus.

To the extent that children were incapable of properly using freedom, or of responding to suggestion, repressive measures were employed to prevent abuse of privileges. Especial lack of consideration for each other or for authority seemed to make repression necessary; but such methods were used reservedly and were relinquished in the case of each individual as quickly as possible.

The children here are inclined to be suspicious and cannot always understand that we are endeavoring to treat them fairly. Inured to the necessity of fighting their own battles they cannot understand the situation in which the intention is to protect them from the selfishness of each other. Accustomed to seeing every one take what he wants according to his strength, the necessity of looking after number one at all costs has been forced upon them. Consequently, they need to be taught consideration for others, which results in mutual helpfulness instead of mutual suspicion.

The only means of correction open to the play-ground director, is in the line of deprivation of privileges; the extreme of which is suspension, or expulsion from the ground. The suspension need not be regarded as punishment; but rather as a suspension of privileges which the individual has failed to use properly and which will be restored whenever there is sufficient reason to believe that common privileges and the rights of others will be respected.

If the play-ground is to be available as a factor in producing good citizens, the attitude of the child toward the play-ground is certainly important. Each boy should have consciously or unconsciously, a sense of his own interest in, and responsibility for, the success of the play-ground. He should realize that this ought to be a place of enjoyment for all and that each one should help others to have a good time.

WHAT DOES THE PLAY-GROUND DO FOR THE WINTER CHILD?

As we are unable to give space to the somewhat detailed description of the Brooklyn Public School play-ground, written by Miss K. G. Billings of New York City, we will give a brief condensation in which she names a few of the ways in which play-ground helps the winter school.

"What does the play-ground do for the winter school?" It takes the place of the summer's outing that the children of more fortunate parents enjoy.

Just as our boys and girls recuperate and build up for the fall in the delightful country, with its sunshine, green grass, and freedom, so the poor child in the awful and over-crowded tenements of the city, in the summer play-grounds, prepares for the fall and winter work.

You say they know no better and therefore do not miss the good things of life that we enjoy. Yes, they know no better and in some ways it is just as well, too, for they are contented and you and I who know better wonder how they can be so happy.

And yet this beautiful world of ours God intended for his poor as well as the rich. And if our institutions made by man have cut our fellow man off it is our duty to help him regain some of the privileges.

Play-ground and summer school work offer us the opportunities to do this. It makes many a teacher's heart ache, when she takes her class out on one of these day excursions into the country for nature work, to realize how little these children whom she has learned to care for and love ever have an opportunity to see any of the country or of nature.

Oh, what a few wild flowers mean to these little people!

The play-ground helps the winter school in another way. The parents of the children, particularly the mothers, are nearly all of foreign birth. The school is to them another of those dreadful mysteries of America. They stand in great awe of the building itself and as to the principal and teachers, they do not only stand in awe but often in fear and dread of them.

How must the hearts of these poor mothers ache when they see their little ones start off for school in the morning and the door closes behind them. But these same people came to America to get a good start in life and to enable their children to get a

better one. So they send them to the American school. Personally I do not wonder at the East-side disturbances we have had lately in the schools. But these poor foreign mothers come into the play-ground and meet the teachers, see the inside of the building and have some pleasant hours there.

And when the school reopens in the fall, they feel less afraid to send the children and perhaps they come in sometimes just to look around and see what is going on now that the ice is broken. Thus, the winter teachers have an opportunity to know and help these mothers and the mothers begin to feel a confidence in the teachers which make things easier for both.

Yes, play-ground work is still young, and there are great things for it to accomplish in the future, but there is no doubt that it is and will prove of great help not only to our winter school but also to the poor of our great city in many other ways.

TALKS TO TEACHERS.

THE EDITOR.

During the past year we have received a great many letters from teachers in response to an invitation, to send in suggestions, and to ask questions on any topic connected with their work. In exact figures, these letters number 278. One hundred and twelve refer to subjects that the writers would like to have treated in extension in the magazine during the coming year. These were answered in the prospectus sent to each subscriber setting forth the articles to appear in the magazine during the current school year. The remaining 166 will be answered in these monthly talks to teachers. The method of treatment will be as simple as the subjects permit.

The queries arrange themselves well under the two heads of theory and practice and we were surprised and really gratified to find that over two-thirds of them were concerned more with principles of education than with mere method, or daily device in the schoolroom. This fact clearly indicates the tendency among teachers to know the principle upon which any given practice can be properly based.

Another convenient division of subjects suggested in the letters might be the psychological foundations of education, the individual to be educated; and the sociological foundations of education, or the end which the individual is to be trained and subject and means best suited to effect t end. It has been thought best to be these talks with the questions on the p chological foundations.

Here is a letter from a teacher who reading and thinking about the latest thi in education:

"Editor Kindergarten Magazine:

"Dear Sir,—I am accepting your invitation write you about some aspects of educational the which are far from clear to me. I find certain pressions used by educational writers genera and recourse to books and even some univer work have not cleared up the matter. Will explain simply what is meant by the cellular the of life and what is the relation to education? what is meant by the physical basis of individ differences and individual interest. Again, wha a clear definition of panpsychism and how all t theories are going to affect teaching and particu ly the kindergarten and primary? Please d send me a list of books, as my bibliography f my summer course in psychology is almost a y long in several languages and not at all obtain in my small town library.

"Yours gratefully beforehand,

"—— ——.

There is an old saying about the abi to ask questions that call for wisdom preme in the answering. But there is foolishness in these questions and we do our ability to give the desired light there But we are committed to the task.

The cellular theory of life is an atter to explain how the human organism co to be, genetically. It goes on the assu tion that all life begins with a unicellu organism. This propagates itself by s tion, as is the case in the amoeba. Th new cells combine and in combining lo some of the earlier characteristics wh become rudimentary, while others beco dominant, or show new composite abilit Environment and indivdual need are factors that emphasize certain cellular a ities, which in a common way are det minable to several forms of activity. determination in plant life is a sample the loss of abilities once necessary or ple urable for that particular organism, now become rudimentary. How far th rudimentary abilities can be re-develope still a question for the biologist to answ

According to the cellular theory, ev higher organism is in a way a summary all organisms below it. Man would, the fore, be the sum total of all the cellular a ity of all the organisms that have prece him, some of the abilities becoming ru mentary, others dominant. The cellu

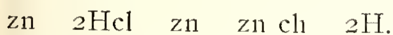
lominant ability of a given human being vould be his strongest subject and would urnish a native physical basis for individual lifferences and a physical basis for his naive interests.

Good teaching would consist in finding out the child's dominant native interest, beginning with this and connecting with it other abilities necessary to modify or reinorce his dominant ability to success. How his may be determined will be taken up hortly. First we must answer another question.

What is panpsychism?

Panpsychism, literary, means all soul. It s a theory which says that every atom in xistence has soul, not necessarily a soul. t neglects the distinction between organic nd inorganic matter and considers the only ndication we have of soul is activity and vherever activity is found there is a soul—he extremes being indeed immesurably eparated. It illustrates its position by a eference to chemical activity. For instance —zinc and hydrochloric acid are apparently t rest when kept apart. As soon as the inc and acid are brought together a most igorous action takes place. The zinc reaks up the acid and combines with the hlorine producing zinc chloride and driving out the hydrogen. This hydrogen wanders around restlessly till it is brought nto contact with oxygen through heat and mmediately it combines therewith in an explosion so anxious is it to be with oxygen nd becomes perfectly calm on its union in he production of water.

Chemically this may be represented by he formulaes:


zn 2Hcl zn zn ch 2H.

The panpsychist considers the bringing of those two substances together, the proper stimulus and activity or soul manifestaion is the result. Everything therefore has oul according to the panpsychist and there s no division of matter into organic and inorganic and every cell in man has soul and he sum total of these is the composite man oul, at least in so far as it responds to maerial stimuli.

Man, therefore, is not a single self, save n a composite or dominant sense, he is a nultiple self, a manifold Dr. Jekyl and Mr. Hyde according to cellular structure and the aried constitution thereof. Thus the reaon for the thousand and one mysterious tendencies to this and that, the innate response to field, and stream to sea and sky, to song and speech, to the multiplied calls of multiple stimuli.

Let us see now what is the relation of panpsychism and the cellular theory to teaching.

Take as a starting point that children do as a fact manifest different abilities in different subjects and show a natural interest in some subjects in preference to others. Some children are good in mathematics and science, and not so good in the languages and art. By a comparison of thousands of examinations in New York state it was found, generally, that the following would be a type illustrating an individual's marks roughly:

Mathematics	90 per cent.
Science	80 per cent.
Languages .	70 per cent.
Art	60 per cent.

or

Art	90.
Language	80.
Science	70.
Mathematics	60.

Several other combinations of the above might be made.

According to the cellular theory those relative per cents represent the dominant relative cellular ability of a pupil.

Let us make the mathematical or any other dominant ability in a given subject equal a thousand in cellular ability.

Several other combinations of the above might be made.

Mathematics	1000
Science	900
Language	800
Art	700

In doing mathematics the child would feel good because he would be realizing to their fullest his cellular ability and we like to do what we can do well. The quantitative element of mathematics might be found in a proportion of 9, 8, 7, parts and in other subjects as only a portion of all would be stimulated there would be only a partial response and consequently a partial result. The cellular theory thus suggests a physical basis of different school abilities in children and a physical basis of interest.

This theory again furnishes us with a physical basis for beauty or the perception of the beautiful, as it is called in the study of literature. If man is a summation of all the cellular ability of all the organisms below him, there is a reason why certain things appeal to him along the lines of the

beautiful. Certain of the cells that go to make up a given organism may have been concerned in their lower forms with things that regarded rhythm with the roll of the beautiful landscapes, the sighing of the winds, the colors of the heavens, the songs of the birds, the calm and peace and beauty of the wood. All the rhythmic forces of nature, that act on the sensitive receiver of the beautiful, as a highly organized being, were originally exerting their influence on the elementary cells of which this true responder to nature is built. The call of the wild is truly one of the most unmistakable tendencies in every human being, and the call of the wild is simply the hungering of the cell to reach out and touch the original stimulus that called it into activity and made it possible for it to climb higher in the plan of organic life.

This theory, furthermore, would illustrate, naturally, how poetry came into existence before prose. The rhythmic influences of nature, the rise and fall of its pulsing life, the music of the spheres, the response of living organisms to heat and light and plenty, all would emphasize the rhythmic element in an expressing being that would give rise to some form of poetic experience.

We recall a case in a country high school where a clever principal used the cellular tendency and dominant interest of a pupil to give him a fair all-around education. The student was a Spanish-American boy who loved mathematics and science. To work in the laboratory was a delight. To get this privilege he would suffer any school hardship. He pleaded he could not study literature or composition or history. The principal had to pass him for college in English and history. So he called the young man to his office, told him he wanted his help in some chemical experiments, set him to making and testing the elementary gases and incidently to look up the discoverers, the commercial and art uses and present market prices, etc., etc., and hand it in on Saturday in writing. The boy's face, all aglow during the reference to the experiments, fell somewhat at the written assignment. But his whole being was pulsing at the prospect, every cell was responding in the anticipation of the proper stimulus.

On the following Saturday the boy came to the principal's office, threw down on the desk six pages of solid matter without paragraphs, punctuation marks or capitals. B carefully handling him the principal showe how much better the report would be if ev erything about discoveries or use of marke values was put together, and paragraph and marks and capitals grew out of the nee of the subject. And that boy was trul learning history and composition and litera ture, the only kind he could ever learn wel To conclude, he won high honors in scienc and mathematics, just made his Englisl while his low mark in history was condone for his high marks in science and mathe matics.

The final word is that he graduated fro the engineering department of Columbi and is now worth a million dollars or mor and is importing mercury and rubber fro Guatemala, where he is a prominent citize And he is writing business circulars th are strong compositions, language expres sions of his scientific, mathematical cellula ability.

The educational corollary is, first find th child's dominant interest and cellular tenc ency by accurate tests in school and life sul jects and then make a correlation table c the relative per cents. Begin with materia and method to arouse his native interes connect with this subjects necessary for lif needs, and success and a great step shall b made toward good teaching.

This is especially true of education in th early stages of kindergarten and primar when the native interests and tendencies ar clearly manifest, and artificial habits of lif have not buried them under or poor teacl ing starved them to death.

MONTHLY DIGEST OF THE PEDA GOGICAL PRESS ABROAD.

EDUCATIONAL ORGANS OF GERMANY.

That excellent Monthly "Die Deutsch Schule," the organ of the German Teacher Association, furnishes in the first monthl issue of its eleventh annual edition an abu dance of interesting articles, some of whic especially appeal to the attention of Amer can teachers. Among these we enumerat an article by H. Pfeifer, entitled: "Reco ciliation of Modern Science with Christia Belief"; also one by Mr. M. Speckelaky o "Written Compositions." These are tw contributions that recommend themselve in a particular way to American teacher The one, a contribution to the History c Pedagogy, is an essay entitled "Kant an

Basedow," by Mr. Richard Wagner, in which the author presents these two great educators as men of one mind as to their reformatory work and furnishes abundant evidence as to the very efficient aid which Kant, the theorist, gave to Basedow in the latter's practical efforts in the cause of education. The other article is a very favorable criticism of Mr. Camparey's work on "Horace Mann and the Public Schools in the United States," by Mr. E. von Sallwurk, which furnishes an abundant proof as to the appreciation which the American pedagogue's life-work enjoys even in Germany.

The Seventeenth Year-Book of the "Humanistische Gymnasium," issued by Winter's University Publishing House at Heidelberg, is a very comprehensive summary of all the deliberations of the many and various teachers' associations of Germany, instituted during the course of the year 1906; and while it is impossible for us to particularize among the multitudinous and valuable reports which this Year-Book contains, it suggests the pertinent question, why such a Year-Book has not long ago been gotten up in this country, as it could not fail to be productive of the highest benefit to American public-school education.

Another notable magazine is the "Archiv fuer die gesamonte Psychologie," edited by Prof. E. Meumsen and W. Wirth, and published by W. Engelmann at Leipsic. Its principal essays are "Experimental Psychologic Investigations About Thinking," by Aug. Messer; a "Report of the Second Congress for Experimental Psychology," by Dnen, "Principal Views of the Decription in Elementary Psychology," by F. E. Otto Schultze; and a "Treatise on Attention and Velocity of Its Promotion," by W. Peters. Of these articles the two last-named are especially noteworthy on account of the numerous explanatory drawings which accompany them.

Not as erudite as the fore-mentioned magazine, but practically suggestive in many ways is the "Paedagogische Studien," edited by Dr. M. Schilling. Its articles appeal to the special attention of the primary teacher, and abound in valuable hints for the conduct of primary schools and classes. Among the most important articles of the last number of this magazine we notice a treatise on "Instruction and Interest," by Dr. M. Schilling; the primer-question, by F. Schmensick; a treatise about the "Best Methods of Enlivening Our Language-Lessons," and one about the "Educational Importance of the Study of Natural History" in its present condition of development.

"History of Pedagogics," by Aug. Schorn, edited by Frederick von Werder and published by Duerr at Leipsic; a most comprehensive and elaborate work, favorably commented upon by German critics.

"Pestalozzi's Wie Gertrude ihre Kinder Lhrt," with explanatory notes by Dr. Herman Walsemann, published by Johannes Ibbeken in Schleswig.

"Pestalozzi's Leinhard and Gertrude," with notes and explanations, by Dr. A. Thorbach, published by Velhagen & Klasing, Bielefeld.

(To be continued.)

FRANCE.

The Revue Pedagogique presents this month a very creditable number, containing a number of well-considered essays, among which we may enumerate: "The Organization of Layman's Morality," by Alexis Bertram; "The Technical Schools," by A. Gasquet; a very timely and suggestive essay, even for Americans. "The Esperanto Congress at Geneva," by E. Boirac. Esperanto, as is well known, is the new World's language, which supplants the old Volapuk. Whether Esperanto will share the latter's fate, has yet to be seen; the author of the above article for one, seems to be well disposed towards the use of Esperanto as a conversational and correspondential medium, but not as a literary language. At any rate, the article is well worth reading, especially as it is lucid and to the point.

The Revue International de l'Enseignement ably maintains in its last issue the high rank and distinction which it has gained through the excellence of its numbers published during the year 1906. Among the many meritorious articles which the present number presents, we mention especially one, the like of which is rarely found in even the best educational magazines. We refer to an article entitled "Teaching in Germany," and written by Georges Blondel. This article proves conclusively what we have mentioned in one of our former Digests, viz., that the French mind is ridding itself more and more from the Chauvinistic ideas that were at once its despots and its banes, and that it has in a great measure emancipated itself from vain nationalistic prejudices. The underlying causes of all the pedagogical achievements for which Germany has attained so just a reputation, have been revealed by Mr. Blondel in so clear a light and in so forcible a language that his countrymen will undoubtedly derive from it a lasting benefit.

The Journal for School Hygiene, edited by Prof. Dr. Fr. Erismann, in Zurich, to which a number of the greatest German savants monthly furnish the most valuable contributions, contains in its last number a necrologue of Dr. Herman Cohn, the founder and lifelong promoter of German school hygiene. The reader of this excellent obitnary must be deeply moved, both by the description of an active life, as perhaps, no other can equal it, and by the magnitude of wide-spread benefits which this busy philanthropist has conferred upon the important department of school hygiene.

The Revue de l'Ensignement des Langues Vivantes (Review of the Instruction in Living Languages), presents in its January number an article by M. Selwyn Simpson, on "F. E. Brown, the poet of the Isle of Man." Mr. Brown, according to the

author's opinion, well deserves a lasting reputation as poet, educator and benefactor to the human race. Mr. Timmerman, a regular contributor to this journal, is continuing in this number his "Etymological Excursions," reaching the review of the letter "K," which he treats in a thorough philological manner. Mr. Gustav Ritrau writes on "The Choice Between German and English," which option comes before all parents whose children enter the seventh or eighth grade of the French public schools. Certainly, in most cases, it must be an extremely difficult choice, and therefore Mr. Fritrau confers a great benefit upon French parents, whom he aids in this matter. The best thing, however, that French school authorities could do, would seem the obligatory study of both languages, the German and the English, since France is so situated between the two countries, as to render the acquisition of both languages equally necessary for every Frenchman.

The Journal of Experimental Pedagogy, edited by Dr. E. Meumann, of the University of Koenigsberg, with the assistance of a great host of contributing savants, reveals to us the existence of a learned dispute, concerning which we must confess our inability to judge until we are better informed about the particulars of the matters at issue. The latter concerns the criticism published by Prof. Cordsens, of Halle, of a work entitled "Experimental Didactics," and written by Prof. W. A. Lay, of Karlsruhe. This work has met so favorable a reception by pedagogical magazines and reputable educators that it has been placed by many among the most valuable productions of the world's pedagogical literature. It has criticism and even grave charges of plagiarism against the author in this country in an English translation by Prof. Munsterberg, of Harvard. The excitement caused by Prof. Cordsen's unfavorable criticism and even, grave charges of plagiarism against the author of the work may be easily imagined. It would seem as if all Germany were divided into two camps, one sustaining the author, while the other is strongly opposed to him. We shall not fail to report to our readers in our next monthly Digest further particulars about this great pedagogical dispute.

The Jahrbuch des Vereins fuer wissenschaftliche Paedagogie (Annals of the Society for Scientific Pedagogy), is a volume replete with articles on all possible educational subjects, among which we may name "Politics and Ethics," by Thraendorf; "Platon's Euthyphron," by Falbrecht; and "The Renaissance of Pedagogy," by Glueck.

MAGAZINE NOTES

Charities and the Commons for August 3 is a play number devoted largely to the great play convention recently held in Chicago. There are twenty-one papers and addresses dealing with the subject from various standpoints. Two hundred "playmates" we learn, gathered here from thirty cities, representing play-ground supervisors, park superintendents, school teachers, principals, board members, settlement folk, Y. M. C. A. physical directors, etc. Three hundred kindergarten children led the march, breaking into nine circles in which they played the out-door games familiar to most kindergartners. Schoolyard games followed, demonstrated by eight groups of children, representing the grades of the normal and practice schools. Each grade played one or two games different from each of the others.

Gymnastic dances had place also, seven national dances being represented in addition to some of the ancient classic dances. Folk games were played by thirty Chicago kindergarten teachers.

Each of the ten municipal playgrounds had representation, the different groups engaging in characteristic activities such as hurdle racing, wrestling, high jumping.

The recreation center gymnasiums showed eve greater variety.

Luther Halsey Gulick's contribution to this syr posium is entitled "Play and Democracy." He saic "Anti-ethical play is worse than no play at all. is not merely play that our cities and our childre need. They need the kind of play that makes fo wholesome, moral and ethical life, the play th makes for those relationships between individua that will be true to the adult ideals which belon and should belong to the community." Agair "The development of the ethical, social self mu begin as soon as the child is old enough to have r lations to other children of his own age, and must continue as long as human life continues."

The burden of Dr. Gulick's paper is the need training for self-control and thoughtfulness in ne directions. Life is much more complex than her tofore; owing to new forms in which material civi ization has developed, the great concentration capital, the enormous scale on which manufactu ing is conducted, all these create a new form social interdependence and responsibility to mee which a training in civic consciencious and in co porate self-control is essential. The writer co tends that the playground is the field upon whic these virtues essential to the life of the communit are to be grown.

"Democracy must thus provide not only a sea and instruction for every child, in the school, bu also play and good play traditions for every chil in a playground. . . Upon them rests the de velopment of that self-control which is related t an appreciation of the needs of the rest of th group and of the corporate conscience, which i rendered necessary by the complex interdependenc of modern life."

From Mr. Joseph Lee's paper we give only th last pregnant paragraph: "Our boys must b so well; that the true loyalty involves at its ver heart not loyalty to the immediate object alone bu loyalty to the loyalty of others, including your op ponents; loyalty to the spirit of loyalty whereve found."

Jane Addams, in a brief, but as always, forcibl address on "Public Recreation and Social Morality" pointed out how closely allied are the two and sinc modern conditions have so reversed the old-time or der of things that work and play do not go alon normally together, we of the cities must make op portunities wherein the young people can have th legitimate pleasures and recreation that should b theirs. The dance hall, with its evil environment must be replaced by something more wholesome an normal.

Henry S. Curtis, secretary of the Playground As sociation of America, tells of "Playground an Progress and Tendencies of the Year."

Dwight H. Perkins advocates the union of Play ground and Public Schools. Mary McDowell de scribes the Field House of Chicago. Dr. Favil speaks of Playgrounds as a prevention of tubercu losis. Commissioner Elmer E. Brown has a few words upon "Health, Morality and the Playground," "Playgrounds and the Board of Education" is th topic of Charles Sueblin's address, wherein he sug gests the need of co-ordinating the various socia activities of the city rather than merely enlargin the scope of the Board of Education. Seth T Stewart describes the recreation centers in New York City. Myron T. Scudder tells of Organize Play in the Country, etc., etc. We have surely sug gested enough of important reading in this on journal to make all interested in childhood and th welfare of the republic anxious to read it.

Appleton's for August has a most interesting an live article on "The School in the Small Park."

Throughout the country all sorts and condition of men are asking, "What is wrong with our publi

lucation?" and they are not asking it with a de-
iched curiosity but with an insistent desire to be
aswered—answered in a way that will show them
ow to change this wrong education into a right
ie.

The best answer to this general questioning has
ecently been made in Chicago, disguised as a series
f small parks. A happy combination of legal au-
iority, ample resources, marked intelligence, and
enevolent instincts on the part of those who de-
sed the plan and those who are executing it, has
roduced a most gratifying result.

Twelve of these centers have been opened, and
ey vary in size from three to sixty acres. One of
ie largest and most satisfactory is Sherman Park,
hich fronts a boulevard and a well-to-do neighbor-
ood, and backs against the homes of the stock-
rd employees. Into this sixty-acre space crowd
ildren of varying races and social conditions and
nd to fuse into a coherent whole. In the middle
f this park is a meadow where baseball, football,
nnis, and games requiring wide room are played.
his is ringed by a water way crossed by bridges
t the four corners, and alive with rowboats. It
so bears one electric launch, a sort of aquatic
rryall, on which, seated high on a comfortable
rden bench and viewing the sixty acres of scen-
y, one may circle the canal twice for five cents.
outh of the water way are the buildings—piles of
ay stucco with touches of color along their edges.
ere is the clubhouse with its beautiful ball-room,
ening through glazed doors on verandas where
ie dancers may promenade. Here are the rooms
here the different clubs have their meetings; the
ation of the Public Library; and a reading room
ocked with current magazines of all sorts. Here
so is sold prepared milk for the babies at a cost
f one and two cents a bottle, put up to suit differ-
it ages, with printed directions.

Across from this clubhouse are gymnasiums fitted
ith the best apparatus, in charge of trained di-
ectors. But during the summer months these are
ot used, for then the children frolic over the hori-
ntal bars, and up and down the ladders, swing
n the rings, or spin round on the giant stride in
ie open air. Or if they are too little for these,
ere is another inclosure which brings the sea-
ore near to them in the shape of a wading pool
ith banks of white sand, where there is a little
erry-go-round, tiny swings, and low teeters.

These parks—which are not only parks, but play-
ounds, schools, gymnasiums, clubs, libraries, and
fes as well—are becoming gymnasiums where the
ildren may practice at real life; were intended
s places where the theories taught in the schools
ight be translated into terms of practical exist-
ice.

The fact that our system of public education
oes not prepare the children for any probable fu-
re, is made the excuse, on the one hand, for pri-
ate schools which attempt to fit the children of
ie rich for a future of prosperity; and, on the
her, for the prevalence of child labor, an effort to
lapt the children of the poor to an existence of
iese two things were not a sufficient accusation
gainst this system, every truant officer is in him-
elf a confession of failure. The things for which
ie normal child seeks the streets—play and exer-
se—should be a lure to the school, not away
om it.

That the children of the rich should be badly
lucated is not a vital thing, because there are com-
aratively few of them; but that the children of
ie poor should grow up in ignorance is the great
enace of the future. Even supposing that the
ild-labor committees succeed in driving the child
it of industry, only one step toward the solution
f the problem has been made. The boy who asked
udge Lindsay of Denver, "Can't a feller git an ed-
dication in a plumber's shop?" has confounded us
up to this time.

But now, through these park centers, the great
idea that a real education is the right of the people,
is being pushed to the front. Hitherto we have be-
lieved that such education might come through
manual training and domestic science; through
bookkeeping and a knowledge of weights and meas-
ures. But all these are makeshifts without intent
of permanence; palliatives which have been applied
to the reluctant infant mind like medicinal plasters,
and the general educational disorder is now seen to
be too fundamental for these external applications.

The greatest fact of all—that the people crave
and take advantage of these centers—is shown by
the enormous increase in their use. In one of the
first parks to be opened, which is now about a year
and a half old, the attendance has increased from
about one hundred and fifty a day to a daily aver-
age of nearly eight thousand. There is no question
that these centers are schools—schools willingly
attended and therefore effective. The general su-
perintendent said: "These parks belong with the
schools, and I suppose should be under the direc-
tion of the Board of Education instead of in our
hands. Of course, if you look at it in the biggest
way, all the park system is a part of public educa-
tion; but most people think that parks are for pleas-
ure only—they do not see that education and pleas-
ure can be made the same thing.'

Bookbinding for Libraries, by John Cotton Dana. This is a little volume packed with information for those interested in the practical side of bookbinding. Those employed in public, private or settlement and mission libraries, will find it useful. It gives not only suggestions as to the actual binding and repairing of books, but gives points which will help the inexperienced librarian to decide whether or not a book is worth rebinding or repairing, and just what to do with it in case it is not. One chapter tells how to treat pamphlets. There is a brief chapter on paper making, and some general notes on leather, how prepared, the best kinds to use for different purposes, etc. There is a descriptive list of the different kinds of leathers and of various bookcloths and imitation leathers, with points as to which is best to use in a given case. A list is given of makers and dealers in bookbinders' materials and a bibliography of the best books on bookbinding. With the rapid increase in libraries within the past decade it would seem that such a compact little volume would be most timely. Published by the Library Bureau, Chicago.

The Home Kindergarten School, conducted by Clara D. Mingins, Detroit, Mich., will prove a boon to many a mother who feels that in planning occupations for her children she wants to give something that has thread of progression in it; that is not entirely haphazard. This will help the mother to consciously help her child in doing and making intelligently.

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DAY BY DAY WITH NATURE.

A Kindergarten Husking-Bee.

See Page 38(

The Kindergarten-Primary Magazine

Vol. XX—OCTOBER, 1907—No. 2

DAY BY DAY WITH NATURE—FOR THE KINDERGARTEN AND PRIMARY GRADES

(Copyrighted)

MISS MARY PROUDFOOT.

ROGRAM FOR KINDERGARTEN

Subjects: The Corn and the Potato.

This subject should begin with the plant-g of corn in May. The corn can be har-ested in September or October. Local con-tions will determine the proper time for anting. The lessons here suggested will egin with use of corn.

Observation of the Children's Garden of Green Corn.*

Visit the children's bed of green corn; ather a basket-full and bring it back to the ndergarten.

I. The Use of Corn on the Ear as a Food for People.

Conduct little groups into the homes of everal of the children, and there let them usk some of the corn and boil it, thus con-ibuting to the preparation of the family inner. During the interval for the corn to oil, the children can occupy themselves by litting the husks into ribbons, these to be sed in some future occupation. They can so help in setting the table. If it is im-ossible to enter the house for these lessons, ey can be given in the kindergarten, a nall oil stove being used. Let the corn us cooked be sent by agreement to the ome of one of the children.

II. Observation of a Field or Patch of Ripe Corn.**

Visit a large field or patch of ripe corn, walk through the rows of corn, listen to the rustle of the leaves. Let the children count the number of rows, also the number of ears on each stalk. They should carry a basket-full home with them when permitted.

IV. The Use of Corn as Food for Animals.

Feed some of these ears to a work-horse, or some animal which has served someone in the neighborhood. The children can also cut down the stalks still standing in their own garden and feed this fodder to the cows.

V. Observation of the Cutting and Shocking.

Visit the large field and arrange to have the children see the first steps in the harv-esting of the corn: a. The cutting; b. The shocking.

VI. The Husking of the Corn by the Children.

a. The children husk the corn by un-wrapping the ear and breaking it off, leaving the husk attached to the stalk. b. They then gather the corn into piles.

VII. Cribbing of the Corn, and the Storing Away of Fodder.

a. The children gather the corn into their own little wagons and haul it to the crib. At another time, they load their wagons with the fodder that still stands in the field, and carry it to the barn where they store it away.

VIII. The Use of the Shelled Corn as Food for People.

a. In the shelling of corn, even the little children can participate. b. The parching of the corn can easily be done in the kinder-garten. Place the shelled corn in a skillet with salt and butter, parching the kernels

*In a kindergarten in the heart of Berlin, the ildren planted wheat in the spring in a space five et by five feet in the back yard, and in the fall rvested the little crop. "The farmers scarcely ok forward with more expectance to the first ring month than do certain city children whose rm land consists of a plot four feet and a half by x and a half in the garden of their school. This in Boston. In each of the Philadelphia gardens, a crowded foreign district, children work every y from May to October raising tomatoes, peas, ets, beans, lettuce, cabbage, while classes from ighboring schools visit the gardens for lessons in ture study."—The Outlook, February, 1905.

**Where the observation of a field is impossible, teachers can omit step three, and still successfully use the corn which can easily be obtained. Pictures of corn fields may be drawn upon the blackboard.

till they are soft. This can be easily accomplished by the use of a small oil stove.

IX. The Use of Shelled Corn as Food for Animals.

Allow the children to go to one of the neighbors and feed the chickens.

X. The Use of Crushed Corn as Food for Man or Animal.

a. Allow the children to find two flat stones and let them make corn meal. Some of it may be ground in the coffee mill. For the use of this food, the children would enjoy setting up a tripod out of doors and cooking the corn meal as mush. A more detailed suggestion for conducting such a lesson may be found in the Introduction. b. The children may also feed the cornmeal to chickens, a pet lamb, or some other animal.

Some of the possible uses of the products of the corn, together with occupations are indicated in the following:

1. The use of cobs as fuel.
2. The use of husks to fill cushions and doll mattresses.
3. The use of husks to make dolls, their clothes, and doll hammocks. To make the dolls, split the dry husks into ribbons, double several af these together, and half an inch from the closed end wind a thread. This will make a head, and another thread wound around the middle will make the waist line, a full skirt hanging below. A stick can be inserted for arms. The corn silk can be used for hair, and a dress can be made of the husk.

The Potato.

The following plan for the subject of the potato should not be used during the same autumn that the children study the corn. One of these nature subjects is sufficient for this particular season.

This subject should begin with the planting of the potato in the spring. The potato can be harvested in the autumn. As the season of frost approaches, the children begin to wear warmer clothes, the leaves to fall, and the family to make its preparation for the winter. At this time, let the children inspect their garden and decide upon whom to bestow their crop of potatoes, and then store them away for the winter.

I. The Digging and Storing of Potatoes.*

Gather them into a pile, load one of the children's wagons, carry them to the cell: of the person to whom the potatoes are t be given, and store them away.

II. Boiling of Potatoes.

a. Let the children wash and peel pot: toes. b. In the interval of waiting for the to be cooked, feed the peelings to th chickens, or clean a water bottle with son of them by breaking them up and shakin them around in the same with water. Th whole lesson can be given in the kinderga ten; but if at the home of one of the chil ren, the potatoes should not be eaten by th children, but the work can be done as service to the family, though one potat might be tasted. Enough more than thos required for the family dinner should b cooked that a few may be taken to th school for use the next day.

III. Fry Potatoes, Using Some of Thos Boiled on the Previous Day.

(In contrast to the lesson of the day be fore, let this one be given in the kinder garten.)

a. Each one can slice one potato, an turn the same into the skillet. b. Whil waiting for them to brown, assign differen occupations to different members of th group. Two at a time can watch the po tatoes, some set the table, and decorate with autumn leaves, while others put th kitchen corner of the kindergarten int order, sweeping the floor and washing th soiled pans that previously contained the potatoes. Of course, at least an hour's tim is essential to complete this lesson in a orderly way.

IV. Grating of Potatoes for Potato Pancakes.

a. The children grate the potatoes i water. Turn this grated mass into a chees cloth bag and squeeze out the water, (sav ing this water with its sediment until th following day). b. Beat both parts of on

*As in the study of the corn, if it is impossible t visit a field, several potatoes may be planted in window box, and this plan may still be adapted t suit conditions. In this case, omit step one, an let the children, or even the teacher, buy some po tatoes, which can be added to the several the chi dren have raised. Enough potatoes may be raise for an experiment by placing a number in a dar warm place in damp straw.

This subject is a valuable one for any city kin dergarten. The author has made the experimen in the heart of Chicago as well as in Berlin.

gg, pour it into the grated mass, thinning t with a little milk, grease the frying pan, nd bake the cakes, letting each one take part. Let this be done as a surprise for one of the teachers, the children presenting them to her. The children, of course, should have a taste. They should be given time to wash all the dishes and to put everything away.

V. The Making of Starch.

This can be done by pouring off the colored water from the sediment left in the pan from the previous lesson. The sediment will prove to be starch. Let the children find this out by the pouring on and off of clean water till it grows entirely clear. Draw off the last water entirely, and let the starch dry in the sun.

VI. The Dolls' Washday.

The dolls come to the kindergarten with their soiled clothes, and the children wash them. Be sure to have them sort the white and colored clothes and make laundry books. See a more complete description of how to plan this lesson in the kindergarten outline under the subject of water.

VII. Ironing Day.

Of course the ironing of these clothes must follow the washing, and then the dolls can be dressed in their clean clothes and be invited to listen to a story, and look at some appropriate pictures.

See the set of pictures illustrated by Ludwig Richter. There are several drawings consisting of children washing their doll's clothes, and the like. See his *Aus dem Kinderleben* containing twenty-four pictures, songs and rhymes.

In all these lessons while the children are busy with doing, call their attention to the different changes as they occur throughout a complete process. Do not tell them beforehand that the potato contains starch, let the truth present itself. It will be observed that all these miniature science lessons, however, contain a strong ethical value, the children's activity being based upon an inspiration to serve others.

AN INDIAN LEGEND OF THE CORN

Once long ago an Indian named Kanati and his wife Selu, were masters of both forest and field. Early in the morning Kanati would go out into the forest and return with some animal or bird, while Selu with her basket brought back ripe ears of corn from the field.

Where they kept these animals and where they found the corn were secrets. Though they had many children, no one of them had ever seen beast or bird in the forest, or corn in the field.

One day after the father and mother had left the home as usual, the boys and girls began to wonder why they, too, could not go out and bring back a deer or a basket of corn.

"I know what I shall do," said the eldest son, "I shall follow my father tomorrow morning and find out where he goes."

"And I," said one of the daughters, "shall watch mother."

"We will all go!" shouted the rest of the little Indians, and the next morning both boys and girls started out. The boys crept along quietly behind their father, darting from the protection of one tree to another, until they saw him stop in front of a great rock. This he pushed aside, and before them appeared the mouth of a deep cave, filled with birds and animals of every kind. The father called to a beautiful deer, and it came bounding toward him. He then rolled the stone back into place and returned without seeing the naughty boys.

At once from behind the trees, all the boys rushed to the rock.

"Push!" cried they, and with a loud crash the rock fell apart, and with a great noise out flew flocks and flocks of birds; then wolves, bears, tigers, and all kinds of animals came leaping out, and, plunging into the forest, left the children behind them. Too frightened to even scream, the boys ran home as fast as they could. In the meantime the girls had followed their mother out into the field until they came to a house built of logs and mud, and set high off the ground. It had no windows, and only one small door. This was the first time they had ever seen such a house, and it looked very strange to them. To the children's surprise the mother went in and closed the door after her. At first they were afraid they would not be able to see her, but one of them picked out a piece of mud from between the logs, and through the little chink that was made, each in turn could see what the mother did.

Setting her basket upon the floor she bent over it, and folded her hands in front of her

as if praying to the Great Spirit to help her. Then into the basket fell the ripe ears of corn.

The children had wanted to know the secret, but when they saw this they felt ashamed and hung their heads. That night at supper neither boys nor girls nor mother nor father had a word to say—and the children did not feel hungry.

Afterwards the parents called the children to them, and the father with tears in his eyes said, "My children, now you know our secret. You have done wrong, and we can no longer help you, you will have to go out in the forest and hunt for yourselves."

"Your good mother can no longer find corn and pound it into flour, can no longer make it into bread for you. Both of us must leave you."

"Yes, children, said the mother, bending her head low to hide the tears, " and I ha only one ear of corn left to give to yo When the springtime comes, each of y must plant seven kernels, and then wat them to see that nothing harms them f seven days and nights. During this tin you must eat no food and must pray to t Great Spirit. If you are good children, t corn will grow."

"Save the seed every year and plant it the spring, watch and care for it during t summer, and every fall you will have harvest to lay away for the long cold wi ter."

The parents then said "farewell," an sailed out upon the sea, far away toward t west into the very sunset. The childre from the shore saw them floating, risin sinking with the waves, till at last the seemed to be lifted into the very golde heaven itself.

"THE CORN."

Words by Dr. Ella Harris. Melody by Frederic James Long.

1. Rus - tle, rus - tle, what a bus - tle, What's it all a - bout,........
2. Don't you hear the corn - fields grow-ing? Hear them laugh and sing,........
3. In the val - leys what a bus - tle. What's it all a - bout?.......

Winds are blow - ing, corn is grow - ing, Hear them laugh and shout......
Like the sound of wa - ter flow - ing, Or of birds a - wing......
Thick - ly there the corn is grow - ing, Hear it laugh and shout......

THE KINDERGARTEN PROGRAM

HARRIETTE MELISSA MILLS

Subject Matter. The Humanitarian Principle as the Basis of Its Selection.

It now remains to follow out a third con-
:ption of the program, the basic principle
which is humanitarian—using the term
its widest significance. In the develop-
ent of this principle in the life of the child
ıd that of the race, it is possible to discern
ıe practical functioning of the principle, or
ıw of unity which was for Friedrich Froe-
el the ultimate principle of life, the center
oon which turned all his efforts for the up-
t of humanity. A careful reading of Froe-
el's works, especially "The Education of
[an," reveals the presence of a trinity of
eals—the unitarian, naturalistic and hu-
anitarian—as indissoluble factors in his
ıilosophy.* For Froebel, each human be-
g is a child of God, of nature, and of man.
For man, as such, gifted with divine,
ırthly and human attributes, should be
ewed and treated as related to God, to na-
ıre, and to humanity; as comprehending
ithin himself, unity (God), diversity, (na-
ıre), and individuality (humanity), as
ell as also the present, past and future."**
he third and latest conception of the kind-
garten program is dominated by the trin-
y of ideals that are the very fibre of the
roebel philosophy; but the humanitarian
leal is regnant as interpretive of the uni-
ırian and naturalistic ideals, from which it
ın in no way be separated.

The principle of humanitarian domi-
ates a world view which holds that the
sue of life, which is physical, intellectual,
ıd psychical freedom, depends upon the
evelopment and functioning of the essen-
ally human qualities and attributes of
ery human being. If we look to civiliza-
on for the verification of this principle, we
ıd that its constant outreaching has been
r the humanization of mankind; but the
alization of this ideal has had as its accom-
ıniment the realization of the unitarian
eal—the God relationship, and the reali-
ıtion of the naturalistic ideal—the nature
relationship. Of these relationships Froe-
bel writes:

"The comprehension of the purely spir-
itual human relations . . . furnishes the
only key for the recognition and apprehen-
sion of the relation of God to man and of
man to God."

"The observation of nature and the ob-
servation of man, in comparison and in con-
nection with the facts and phenomena of
the general development of humanity, are
mutually explanatory, and mutually lead to
deeper knowledge, the one of the other."**

The development of race life in an as-
cending scale from lowest savagery to
highest civilization, has been marked by
corresponding development in the know-
ledge of nature and the knowledge of God.
These stupendous results have been
achieved through the development and
functioning of humane attributes in oppo-
sition to the lower attributes present within
the life process. If we look to the child for
verification of the humanitarian princi-
ple, we are confronted by a being whose
highest energies are the efflorescence of ages
of activities reaching out and up toward a
humane life. It is by the exercise of the es-
sentially human qualities and attributes that
every achievement of freedom is won by the
child as it has been won by the race. Fur-
ther, this world view holds that the material
universe is a manifestation of one indwell-
ing spirit whose highest revelation is writ-
ten in the human soul. The physical world
is held to be explicable, not as a thing in
itself, but only as relevant to the develop-
ment of human life; and is intelligible to
man, since the "power manifested through-
out the universe distinguished, as material,
is the same which, in ourselves, wells up
under the form of consciousness." Finally,
the world view underlying the third con-
ception of the program, holds that purpose-
ful education is the great instrumentality

*See "Education of Man," Sections 14, 15, 16, 24.
**"Education of Man," p. 17.

*"Education of Man," p. 145.
**"Education of Man," p. 161.

devised by mankind for the fulfillment of the deepest needs of individual and race life, and the realization of their highest aims.

It must not be understood that the humanitarian ideal has been entirely wanting in either the first or second conceptions of the program—which were discussed in an earlier number of this series—since this would be untrue; but it is not the cardinal fact which dominates their respective world views. It is futile also to assert that liberal kindergartners who have exercised the right to make their own programs, have been fully conscious of the dominance of the humanitarian principle in their work; and yet, a faithful study of these programs, and observation in many kindergartens reveal the presence of a principle that is consonant with the one that is today consciously dominating social, ethical, educational, and religious activities. It must be acknowledged that the exercise of the prerogative of liberty in formulating programs, has been characterized in many cases by capriciousness and triviality; but, in the main, these programs manifest an earnestness of spirit that seeks to profit by every light which modern thought has thrown upon the problems of child life, and at the same time remain loyal to those theories and practices of the Froebel philosophy which bear the stamp of truth.

No claim can be made that the third conception of the program contains anything that is new. It is, rather, the known taking on new meanings in the progressive expression of a principle that has been the generating and organizing force of the province of human life since its remotest beginning—a principle the method of which has been to integrate human thought and human activity into a system of mutual understanding and helpfulness. This system, which comprehends the temporal and finite condition of existence, reveals to human consciousness the linkage of its life with the Eternal and the Infinite. Knowledge of the eternal law of unity is born of the consciousness that the life of man and the life of nature, past, present and future, form a unity, the purposes of which are progressively revealed by the slowly moving method of evolution. Being human, man must feel after the truth and find God, "though he be not far from everyone of us." Froebel's system was the result of his search after truth; and, in accepting his views, using, interpretin and finally enlarging the comprehension o the truths revealed to him—truths whic grow ever more clear by extension,—his fo lowers prove the dynamic character of th basic principles of his system.

The three conceptions of the progra proceed from a unitary ideal, or motive but their respective plans of action by whic this ideal is transmuted into the practica real, proceeds from three different startin points. In the first conception the child a individual is the standard and dominatin factor; a view that is more or less under th control of feeling and sentiment. In th second, the universal, as it is embodied i type or pattern experiences, is the dominan factor in the development of a kind of chil universal; a view that has logical rathe than psychological determinants. The dom inant factors in these conceptions, namel the child as individual in the first, and th universal as represented by types of rac experience in the second, meet in the thir conception of the program in a middle ter which spells humanity, or civilization. I it there is no room for dualism. Each indi vidual human life requires for its develop ment a universal human medium of whic it is at once product and producer; and hu manity, as universal, requires the huma medium of the individual soul to sustain an give to it progressive expression. Here, i this conception of the program, there are n hard and fast distinctions between the chil as the object of the educational process, an human experience, as its subject-matte These, then, are the "given" factors wit which purposeful education of the kinder garten must deal; namely, the child and th valid experiences of humanity which hav been the means of its progressive civiliza tion. Thus it becomes the office of educa tion to devise ways and means for the es tablishment of interaction and inter-relatio processes between the child as the agent o his own self-revelation and self-realization and civilization as furnishing the situations or environment, into which each individua life must function for the fulfillment of it nature and its needs.

In order to proceed with definiteness, i is assumed that activity is the cardinal fac of child life. The psycho-physical life of th child is a center of instinctive and impulsiv activities of both positive and negative im port, which are characterized by plasticity and exist to be modified. It is the busines

f psychology and child study to catalogue iese characteristics of child life. It is the ffice of educational insight, to evaluate iem, and then select those which are most vailable in the development of the life of ontrol of self, and of experience. It will be emembered that in Sections II and III of iis series two classifications were made of istincts available in the educative process; ie first, the result of profound psychologic nd educational insight of Dr. John Dewey; ie second, the result of the keen observa- on and intuitive insight of Frederich Froe- el. Each has made a four-fold classifica- on of these instincts; and by placing them i parallel columns, it may be seen at a lance that each is in substantial agreement ith the other.

rederich Froebel, 1826*	Dr. Dewey, 1900.*
Talking	Language
Playing	Constructive
Investigating	Investigative
Drawing	Artistic

Through the functioning of these activi- es the child enters upon the life of control f a world of description, or knowledge, and world of appreciation, or interpretation. ach activity reveals the essentially human ature of the child, and indicates its need. ach activity functions to the end of con- ol of a progressive unitary experience that essentially human.

In making a program for the kindergar- en that shall facilitate the life of conscious ontrol of experience, two problems merge; first, the selection of subject-mat- er, or the kind of experience that shall be elected for emphasis from the general con- tuum of experience; and second, the prob- m of arrangement—the integration of iese selected experiences into a relatively ew experience.

If the control of such a unitary experi- ice is essential to the development and rowth of the child, obviously then, one iay not wisely begin with the experience f leaving the home and coming to kinder- arten, since it is too immediate and be- ildering to admit of organization. This ork must be left to unconscious processes f adjustment, while heart, head and ands are engaged in securing addi- onal control over the more familiar xperiences of pre-kindergarten days. nder the guidance of the humanitarian ideal it becomes necessary to search the past of child life for the vital experiences which form the nouns or points of depart- ure for kindergarten procedure. It is not safe to assume that the child knows practically nothing on entering the kinder- garten; nor is it wise to conceive the child as possessing an achieved self, or an organ- ized body of experience to which the ex- periences of the kindergarten can be at once related. There is, rather, a position midway between these two which assumes that ev- ery normal child of five years of age has be- gun all the processes of control of experi- ence before he enters kindergarten. The talking, playing, investigating, and expres- sive activities have begun their functioning; but consciousness of control is still very rudimental. The exceedingly varied char- acter of pre-kindergarten experience is such that the child can neither describe nor in- terpret it. His experience has been gath- ered in an environment which is arranged mainly with reference to adult welfare and appreciation. He has listened to sounds and conversations that are to him vague and meaningless. He has witnessed conduct that is inexplicable. Thus the child's mental life is a continuum wherein is registered an infinite number of impressions, which, from their very nature and the stage of the child's development, have been subject to little or- ganization or interpretation.

It is this condition of child development that constitutes for the kindergarten its most peculiar problem. The position of the kindergarten is unique. It is the first stage in the system of purposeful education, and exists to mediate between the home and the school. Unlike each subsequent stage of education, the kindergarten has no organ- ized body of knowledge or experience to which assured reference can be made. Neither has the kindergarten the conven- tional studies of the school as a basis for its training and instruction. Hence the kinder- garten exists to foster the impulse to crea- tive activity in the organization of a body of conscious experience selected from the rela- tively unconscious experiences of pre-kind- ergarten days. Hence these experiences must be carefully differentiated to ascertain those that are timely, or worthy to become a permanent possession to the child.

Admitting the exceedingly heterogene- ous character of the child's experience— continuum, and the fitting character of his response to environment, we must now

*See "Education of Man."
**See "The School and Society."

seek to determine what have been the most constant sources of valid experience, and what are the permanent relationships already rooted in the life of the child. Without hesitancy we may answer that there have been two primary sources of experience; namely, Home and Nature. Home and the relationships of the family have afforded the largest body of constantly recurring experience, the validity of which is unquestioned. Over these the child has already acquired some control.* Nature, in its rhythmical recurrence has been for each child, as it has been for the race, a "silent, absolutely reliable, outwardly intelligible, impersonal teacher."** Nature finds a place in the humanitarian program, not as something to be understood in terms of mathematics and geometry, but, rather, as something to be understood and appreciated in its deeper and richer relationships to human life—the nature that the poet-seers of the world have known and loved; since

> "All are but parts of one stupendous whole
> Whose body Nature is and God the soul."

Here, then, in the home and family life, and in nature, we find the constant sources of formative experience for every human being. The child has been steadily growing into the likeness of humanity in this primordial institution. The influences of nature have come into his life, not as something apart, but, rather, as interwoven with the human relationship. These are the influences that, in combination, nurture the sympathy and affections that ultimately wakens the consciousness of the relationship to God. Not only are these the constant sources of experience, they are the very medium through which the individual life must pass in its pursuit of self-realization. Hence, the emphasis that is laid upon the retrospective reference of the kindergarten, and the absolute necessity of preserving and nurturing those apperceptive centers of sympathy and affection that begin their functioning in infancy and early childhood.

The significance of the retrospective reference in child development constitutes one of Froebel's deepest insights. Under one form and another he emphasizes this idea. For him, the whole life of man and humanity is a life of education. In writing of the educational demands of his time Froebel lays down a series of considerations, the first of which is of primary importance; namely, that "the individual be pressed back into himself and led back to himself, whether this individual be an individual man, an individual people, or the whole human race;"* and in the same connection he reiterates with emphasis that the retrospective reference constitutes the "first demand" of the educational efforts of the time.

Again in that remarkable paragraph in the Introduction to the "Commentaries of the Mother Play" Froebel says:

"The beast lives only in the present; of past and future he knows naught. But to man belong not only the present, but also the future and the past. His thought pierces the heaven of the future and hope is born. He learns that all human life is one life; that all human joys and sorrows are his joys and sorrows, and through participation enters the present heaven—the heaven of love. He turns his mind towards the past, and out of retrospection wrests a vigorous faith. What soul could fail to conquer an invinciple trust, in the pure, the good, the holy, the ideally human, the truly divine, if it would look with single eye into its own past, into the past of history? Could there be a man in whose soul such a contemplation of the past would fail to blossom into devout insight, into self-conscious and self-comprehending faith? Must not such a retrospect unveil the truth? Must not the beauty of the unveiled truth allure him to divine doing, divine living? All that is high and holy in human life meets in that faith which is born of the unveiling of a heaven that has always been; in that hope born of a vision of the heaven that shall be; in that love which creates a heaven in the eternal now."

The significance of the retrospective reference as a foundation for faith, is not merely a beautiful theory. Froebel discerned that which later day educational insight is just now discovering; namely, that what takes place previous to school days is of primary importance. Froebel studied the periods of infancy, childhood and boyhood to discover their characteristic activities.* He saw in the simplest experience in the home of even the common day laborer, opportunities for participation in activities that expand the whole life of the child.**

*See such writers as Dr. John Fiske, Dr. Butler and Henry Drummond on the significance and office of home and family life in the development of humanity.

**"Education of Man," p. 159.

*"Education by Development," p. 165.

He saw in each child a discoverer; and in the development of experience, the discovery of a new world, the control of which is sought by the child through the unconscious functioning of the impulse to talk, to play, to investigate and to represent or express by aid of plastic mediums. Life to the child is a pageantry, unfolding so rapidly that it is only these most constantly recurring experiences of this natural education that take root; to these the purposeful education of the school must return for its substantial foundation. Maternal love and insight have gradually introduced the child to the outside world, proceeding from the near to the more remote. Purposeful education should begin and proceed by the same plan, but with full exercise of its right to select and arrange experience with reference to its consciously conceived aims.

Remembering always that when Froebel wrote "The Education of Man" he had not conceived the idea of the kindergarten, one may, with great profit study "General Consideration" in Chapter VI on the "Connection between the School and the Family and the Subjects of Instruction it Implies." The positions assumed are, in the main, applicable to the kindergarten and are helpful to the kindergartner for inspiration, admonition and instruction. The burden of the argument is that all genuine education in its first stages must find in the "union of family and school life the indispensible requisite of the education of the period." Froebel deplores practice that garnishes the minds of children with "empty foreign knowledge," and asks "Shall we ever cease stamping our children like coins?" These things are, for Froebel, the "mind killing practices" that minimize our best intentions and defraud children of their right to seek knowledge and insight in the "sunshine and conditions of their own life." Hence, training and instruction should start from the pupil and his nearest surroundings and should again return to him.

The nature and needs of the child determine the courses of instruction and indicate the various exercises that will most completely satisfy these requirements. Froebel writes:

"The various directions of this unified school and family life, of this active educational life, are indicated by the degree of development man has attained at this stage, by the inner and outer needs of the boy entering upon this stage of pupilage. They are of necessity, the following:"

In substance these are the various "subjects of instruction" in the first stage of education that are to unify the life of the home with the life of the school (all of which are to be found in varying degree in the modern kindergarten program); the quickening, or cultivation of the religious sense through the office of prayer and the "memorizing of religious utterances concerning nature, man, and their relation to God;" the care and development of the body as servant and bearer of the mind; the observation of nature proceeding from the near to the more remote; the development of language power; the use of materials, solid and plastic, for systematic representation, exercises in drawing and the study of color; play, representative and free; literature—the enrichment of the incidents of daily life by means of stories, legends, fables, fairytales; and finally, "all this is interspersed in the ordinary school and family life, with the ordinary occupations of home and school."

"If we compare the just enumerated subjects of the educational life of home and school, they appear grouped in accordance with the inner needs of boyhood into subjects (a) of the more quiet, calm, inner life; (b) of the receptive, intro-active life; (c) of the more expressive outwardly formative life. They completely meet the needs, therefore, of man in general

Furthermore, it will be noticed that they develop, exercise, and cultivate all the senses, all the inner and outer powers of man, and thus meet the requirements of human life in general.

Lastly, it will be seen that a simple, orderly home and school life can easily meet the requirements of human development at this stage.*

Each of these general headings Froebel develops at length with many illustrations; but the method that is here indicated is the instruction method of the traditional school.

Froebel recommends the following starting points of an orderly procedure, and gives reasons for his choices in these words:

"The boy will, of course, see most clearly and appreciate most fully the conditions and relations of objects that are in closest and most constant connection with him, that owe their being to him, or at least have in their being some reference to him. These

*"Education of Man," chs. 2 and 3.
**"Education of Man," pp. 84 and 85.

*"Education of Man," pp. 235-237.

are the things of his nearest surroundings—the things of the sitting-room, the house, the garden, the farm, the village (or city), the meadow, the field, the forest, the plain."*

We must now consider the problem of the kindergarten program from another point of view. It is not enough to understand its retrospective reference alone. It will be seen at once that in the educative work thus begun this reference, important as it is, is only one factor in a process that requires for its progression the immediate reference of the present, and the reference to the future. The mediating office of the kindergarten is best seen in this three-fold reference to the development of child life. The retrospective view reveals the home with its ideal of nurture. The prospective view reveals the school with its ideal of instruction. In the kindergarten these ideals meet in the ideal of training which partakes of the nature of both nurture and instruction. The ends of nurture are achieved on the one hand, and the conditions of instruction are made possible on the other, through the development of the essentially human qualities in the child and the gradual extension of these qualities over a larger area of experience. From the vantage ground of the kindergarten the home is seen in perspective. The child finds that the experiences of home and of nature are the familiar experiences of all the children in kindergarten; and these experiences assume values and proportions hitherto unknown. The child has entered into the companionship of children of his own age, experience, and interests; and in the environment of the kindergarten, selected and arranged with sole reference to child development, the "consciousness of kind" develops through the gradual recognition of a common bond, a common will, a common good.

The selection of subject-matter for the humanitarian program is characterized by exceeding simplicity and naturalness. The human experiences that enter into it are the experiences which are vital to child life. They are interesting; hence do not have to be made so through the devices of the kindergartner. It should not be understood that there is mere repetition and dead imitation of familiar experiences. Each situation is selected with reference to its intrinsic value in the developing life of the child and becomes a joyous center of thought and action. It is lived in a very real sense because it is shared with many. It is the center of increasingly conscious activities directed to no other end than the control of the experience in question. Specifically, then, the experiences of the home,—the life of the child, his playthings and playmates; the activities of each member of the family; the human relationships upon which the maintenance of the home depends; the intimate home festivals,—these are not new experiences for the child; but they are lived again in such a way that out of the previously familiar experience there emerges the qualitatively new experience, enlarged, enriched, and corrected. The child's nature and needs do not demand that experience be organized upon the basis of formal ideas; but it is a matter of transcendent importance that the child's outlook on the world of persons and things shall, at this stage of his development, be truly humane.

We have dwelt upon only one of the constant sources of experience in child life from which to select the subject-matter for the humanitarian program. Nature, as the second constant source of experience will be considered in the next paper.

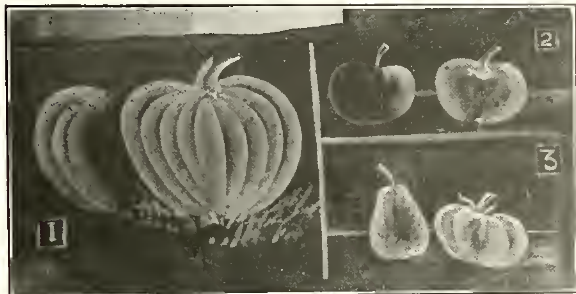
*"Education of Man," p. 251.

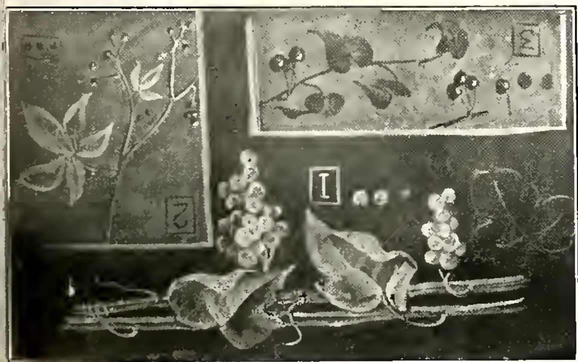
ART WORK IN THE KINDERGARTEN AND PRIMARY GRADES

ROBERT DULK.

The difficulty in obtaining personal instruction in black-board drawing and the continued demand for such work has prompted the renewal of these articles for the current year. While the illustrations may be copied with profit by the beginner in order to acquaint her with the several mediums, they should mainly serve as suggestions to work out individual ideas. In order to save space and time, the author has taken the liberty of referring to previous issues as to the various strokes and other details.

Illustration No. 1 shows the manipulation of chalk and charcoal as applied to grapes, berries, etc. In number one, the grapes, begin by sketching lightly the general form of the leaves and bunches of the fruit, then with a half stick of chalk, boldly lay in the leaves, using the C stroke; in representing the individual grapes, use a piece of chalk about an inch long and holding it flat against the board, give it a circular twist; after a sufficient number have been put in accent, the near ones with the pointed chalk, using considerable pressure as indicated in the illustration. This sketch may be used as a running border or a calendar with good effect. Number two, in the same illustration, shows how charcoal may effectively be used; begin by rubbing in the gray ground,





using a whole stick of chalk held flat against the board and moving it vertically and horizontally over the given space until it is evenly covered. The berries are then put in with a small stick of charcoal, using the same method as given for the grapes; the pointed chalk is then used to touch in the high-lights. In number three we have made use of charcoal exclusively, blending it with with the finger; here, too, the high-lights were touched in with a vigorous stroke of the pointed chalk.

Illustration II shows the C stroke as applied to a representation of the pumpkin, apple, etc., in fact, all fruits and vegetables may be rendered with this stroke. The preliminary steps indicated at the left show plainly the method of procedure.

A word in closing about the materials. The writer in his experience has found that the enamelled chalk made by a Waltham firm serves his purpose best, though any other will do the same service provided it be soft and smooth; avoid using the so-called "dustless crayon." It is too hard and gritty. The charcoal referred to may be had from any art material and is known as OO, or very soft.

MOTHERS' MEETINGS AND READING CIRCLES.

JENNY B. MERRILL, PH. D.

In my first article upon Reading Circles for Mothers I called attention to certain topics in two of the books mentioned in the Mothers' library, namely: (2) "Love and Law in Child Training," and (1) "The Child." (See Kindergarten Magazine, Feb. 1907.)

Each individual kindergartner must judge for herself what other books on the list are best adapted for the particular group of mothers in which she is interested. There should be no uniformity, for mothers must be studied as well as children.

If the mothers of a group are well educated women, I suggest running through the tables of contents of five or six books at the first meeting this fall, for the purpose of arousing the desire to read and discuss

this or that chapter. It may be advisable to have the circle appoint a committee to report a list of topics for the year and after it is accepted to circulate it. The secretary of the club or circle should prepare copies as it may be hardly worth while to print the small number needed.

In some cases it will doubtless be better for the kindergartner to divide the books to be considered. I suggest that a happy result may be reached, especially by young kindergartners, by deciding upon the examination of the song books used in the kindergarten.

Pass them to the mothers and give a few minutes for observation.

Miss Poulsson's wonderful finger-plays and the Neidlinger collection of "Small Songs for Small Singers" will attract attention and induce comment. Their humorous element will help to break down any undue formality on the part of either mother or kindergartner. "A sense of humor is a means of grace," says Van Dyke, and a hearty laugh after the kindergartner has sung one or two of the songs will start a sympathetic current.

The mothers may be led to tell some of the favorite home songs, and perhaps they can recall the age at which their children first carried a tune and what it was.

The value of the lullaby in soothing a sick, tired, or irritable child may be mentioned, and the kindergartner may tell how she uses lullabies during rest periods.

A few remarks may be made, incidentally in regard to the difference between the funny songs of the kindergarten and the comic street song so readily picked up. The Buster Brown, the Happy Hooligan, and Foxy Grandpa stories are only too familiar to many of our city children.

The popular newspaper and the comic actor have recognized a need of human nature, but have they not both catered to it instead of using it as a stepping stone to a more elevating humor? It is right to discover an "active appetite," but not to pamper it, but rather to lead it on to a higher stage of functioning.

On the other hand, our kindergarten songs and stories have been over sentimental, and it is this that has led in part to such a parody on mothers' meetings as was offered to the public last year in a well-known weekly by a clever writer.

The smile is not far from the tear, and in suggesting the value of humor and amusement in the first meetings, we need not lessen our hold upon the vital truths and more serious readings to follow.

"Heaven is not gained by a single bound." The kindergartner will accomplish a great deal for the future life of the child if she leads the young mother to realize the value of song in the home and to exercise good judgment in selecting song books.

An able author has recently compiled a book entitled, "Songs Every Child Should Know," which may be secured through the Traveling Library* previously mentioned.

Songs of different nationalities may be called for in some of the gatherings of mothers. These will prove a means of arousing pleasant memories of homes in other lands. Kindergartners working in settlements tell us they have found mutual profit in thus adding to the common fund of knowledge and of sympathy.

At the next meeting mothers should in like manner be led to admire children's picture books. Such a meeting should be held long enough before Christmas to have its effect on Christmas presents and books.

The value of animal picture books and of country scenes should be emphasized. Especially does the city child need many such pictures to make up for the absence of animal life in his environment. While pictures of the circus and the zoo need not be discarded, I should plead strongly for the animal in its natural haunts.

Let pictures of pet animals with children feeding and tending them predominate over those of wild animals.

While the personification of the animal in story and fable is not objectionable as in Old Mother Hubbard, Puss in Boots and the Lion and the Mouse, still the animals of the barnyard and the farm, the duck pond and the meadow—"Where all the long day, two little frolicsome lambs are at play" are preferable for the wee ones.

Froebel's Mother Play pictures should be shown and the suggestiveness of one or two briefly explained. The history of the book may be given and a promise made to consider it more fully after the mothers have read it and tested their own children's interest in its quaint pictures. Present, also, if possible, the "Orbis Pictus" of John Amos Comenius, which was, indeed, the first children's picture book.

The first edition of this book appeared in 1658 and for a century it was the most pop-

*Traveling Library, 190 Amsterdam Av., N. Y. C.

ular text-book in Europe. It is said that in those parts of Germany where the schools had been broken up by the "Thirty Years' War," mothers taught their children from its pages.

The rules given by Comenius in the author's preface are full of suggestion to mothers and teachers upon the right use of a picture book even to the present day. He says:

1. Let it be given to children into their hands, to delight themselves withal as they please, with the sight of the pictures, and making them as familiar to themselves as may be, and that even at home before they put to school.

2. Then let them be examined ever and anon (especially now in the school), what this thing or that thing is, and is called, so that they may see nothing which they know not how to name, and that they can name nothing which they cannot show.

3. And let the things named be showed not only in the picture, but also in themselves (that is, show the real object if possible.)

.4 Let them be suffered also to imitate the pictures by hand, to quicken the attention and to practice the nimbleness of the hand.

Thus Comenius appears as Froebel's forerunner in advancing finger plays. I am sure mothers will use all picture books more intelligently with their children because of this little touch of history.

In a later article we will consider "The School of Infancy" as described by Comenius.

Thoughts on Discipline from Richter's "Levana."

The most delightful and inexhaustible play is speaking; first of the child with itself, and still more of the parents with it. In play and for pleasure you cannot speak too much with the children; nor in punishing or teaching them, too little.—Jean Paul Richter.

SOME STORIES ABOUT TOMMY.

ANNE BURR WILSON.

Jack Frost Comes

One night in October Jack Frost came to the farm, and tip-toed around to see if everything was ready for him.

The few plants that had not been carried into the house were covered over with a large cloth to keep them warm, and in the vegetable garden there was nothing left but great bundles of cornstalks standing like Indian tents. He knew the pumpkins and squashes must be in the barn, so he scampered there as fast as he could to see if the doors and windows were shut fast. Indeed they were, for Tommy and his father had been expecting Jack Frost any night now, and had worked hard for ever so many days so that nothing should be left in his way.

But it seems they had forgotten something after all, for way down in the orchard behind the garden, under the very last apple tree of all, what did Jack Frost find but a great heap of red apples!

He knew the farmer must have forgotten them, so he flew to the house as fast as the wind, and tried to get in and tell someone about the apples; but the doors and windows were shut fast. He could look in and see the family sitting there as cozy and warm as toast; not one of them had any idea how cold it was outside, nor who was peeping in the window at them, trying to tell them about that pile of red apples in the orchard.

After a while Tommy put on his cap, and ran out into the yard, and the minute the door opened, in flew Jack Frost as fast as the wind, and jumped right on to the farmer's ear trying to tell him what he had forgotten. But it was of no use, for the farmer only clapped his hand on his ear, and said: "Whew! It is frosty tonight. I am glad everything is in out of the cold."

So Jack Frost had to get out again the best way he could and find Tommy. It was not hard to find him, but it was hard to make him stand still and listen; they had a regular race all over the lawn, and round and round the barn; then into the garden, and finally away out past the garden into the orchard.

How they did scamper in and out among the apple trees, until they came to the last tree of all! Then Tommy stood still and listened to Jack Frost, for there, right in front of him was the heap of red apples.

It did not take long for him to run to the house and tell his father, and you may be sure that in a very short time every red apple was in the barn and the door shut fast.

Then Jack Frost laughed softly to himself, and started in for a good night's fun.

THE PLACE OF THE MOTHER-PLAY IN THE TRAINING OF KINDERGARTNERS.

LAURA FISHER, Boston, Mass.
Address Given at I. K. U., N. Y. 1907.

To say that, to my mind, the study of the Mother-Play is the most important part of the kindergarten training is merely to make a statement that indicates the value I individually place upon one subject of study as over against many other subjects in the course of study planned for the student in the training school. It does not imply that I consider it the one and only subject to be taught.

The value placed upon the Mother-Play will depend upon one's recognition of it as a clue to Froebel's thought and method, and also upon the importance one is inclined to place upon Froebel's unique contribution to the education of young children in what is known and meant by his symbolic method. If I believe that the Mother-Play is Froebel's statement of some of the most important aspects of his system, I will search it for clues to his thought. If I believe that it is merely a collection of plays for use in the nursery, I will be interested in it as throwing side-lights on his general view of education but will not consider it an essential and integral part of the education of the child in the kindergarten and will therefore not give it the supreme place in the training of the kindergartner. Now I hold that what is most important and influential in the education and development of the child must be of vast importance to the teacher of the child; and to me Froebel's philosophy of education and of life, and Froebel's interpretation of child-nature its needs and its unfolding find their supreme statement in his Mother-Play.

Let us consider for the purpose of getting our bearings, what the Mother-Play should mean to our observation of the child and therefore look at it from the standpoint of "Child Study."

We should all agree that to study the child means first of all and from the most superficial aspect, to observe what the child does, how he gives expression to what goes on within him, how he reacts to the influences and conditions that surround him. To make a record of these facts as observed by any individual is of course to inventory the things we see, or come across. Each individual's inventory will depend entirely upon the eyes with which he comes to look upon this particular world of child-life. Whether they are good normal eyes really meant for seeing, or whether there are motes and beams in them that cloud his vision. Now here, too, as in all other forms of mere sense-observation, it will be necessary to make sure that the diseases known as astigmatism, near-sightedness and far-sightedness, are recognized and corrected and that cataracts be in due time removed —and, most important that no injury befall the optic nerve and create incurable blindness.

So that it would seem at the outset that merely to observe what children do necessitates correct vision on the part of the observer. And correct vision here as everywhere is not born but educated.

What to look for and how to look for it; what to see and what not to see; how to judge what one does see and how to utilize it so that the child may be reinforced by this larger, truer vision of himself—these are questions that all child-students need to answer.

We talk a great deal, in these days of scientific interest, about making people observant. We sometimes forget that undiscriminating observation is tiresome and ignorant and swamps the mind behind the senses. It makes for superficiality and materialism and binds the soul in fetters of clay. What is true of the child is equally true of the child-student. I am reminded, as I write, of a friend's description of a company of bird-seekers, who started at dawn to take a long journey to see the birds and who spent their day not in interpreting what they saw, or in enjoying the beauty and significance of the birds in their haunts, or their relation to environment, but who worried over and quarreled over the number of birds they had seen. Was it 41 or

was it 45? That was the supreme question. Therefore let me say again, that merely to observe and tabulate the child and children's doings is vain, foolish and fruitless occupation for the student. She must learn how to see, and what to see that she may make to herself a true picture of child-life. She must know the universal characteristics of childhood, the universal child; and the universal phases of child-life.

And how shall she be taught and by whom? By the great students and interpreters of childhood. By those who have learned of others and who, availing themselves of the treasures of past knowledge, may open the eyes of future generations of students to the vision of the true, the abiding, the significant aspects of childhood.

I can never forget the method by which I was taught Biology in one of our great Scientific Institutions. It was a great teacher and expert scientist who led the course.

1. We were given definite specimens to observe and these specimens both of plant and animal life were typical specimens.

2. They were studied for their typical value.

3. In the course of our observation the facts common to all our specimens were noted and emphasized.

4. The deviations from these facts were not essential except to show deviation from the type.

5. The type facts were made the conscious basis for further observation and study.

That is the true method of scientific observation whether of earth-worms or children. Therefor let us pursue that method with our students. Give them eyes that are understanding. Illuminate their vision. How? By learning from the Mother-Play what are the typical manifestations of child-nature and the typical experiences of childhood and observing individual children in the light of these. Thus we will lift their partial unintelligent, hap-hazard and trivial observation of children, of each child, into a significant, sympathetic, comprehending observation of child-life and nature. In the Mother-Play I find as the residuum of countless observations, the typical aspects of child-nature and child-life. In it Froebel has deposited those varied universal phases of child-nature and children's experiences which in the study of the child correspond to the typical forms of life and life's processes that science bids us study if we would understand living organisms and their evolution and development. By which alone we shall be able to measure, see and understand each particular specimen of its kind, each individual member of a great class of beings.

Having arrived at some general basis for the observation of childhood, we need of course to learn how to interpret what we observe. The student who merely names the fact is a very ignorant person. She must learn to understand it. What is its origin, what its goal? These are the questions she must learn to answer. To see the fact in its total setting; to know what it signifies in the development of the child; to recognize what gives rise to it, and whither it points—these are important things for the student and teacher of children—things she must begin to comprehend. She will naturally have her own interpretations, and she will interpret in the light of her own "apperceiving mass." She will do just what the child and what the race have done. By introspection she will explain the external world. By an unconscious imputing of herself to that which she looks upon, will she explain this new realm of her experience? Well—what shall we say—shall she continue to believe that the sun revolves around the earth, because it looks so to her? Shall she do this until she by her own unaided self stumbles upon the fact that she is mistaken? or shall she be taken by the hand and gently led to build up in herself a true standard of explanation? Shall she find that she, as part of this great whole, can learn from it by accepting the vision and entering into the eyes of others, as the Blessed Boys entered into the eyes of the Pater Seraphicus? Naturally I believe that she should. Naturally, holding firmly to the faith that only through human solidarity can the human individual develop, I must hold equally firmly to the faith that enlightenment through others is the way to knowledge freed from mere individual opinion.

As a help therefore to the interpretation of the manifestations of child-life; as a means of understanding the genesis and the goal of these manifestations, I consider the Mother-Play indispensable.

You may ask why do I consider it necessary for students to understand the genesis and the goal of childhood's expressions and experiences? Because one does not fully understand anything until one understands both genesis and goal. The whence and whither, the how and why, are not these the questions that even the child asks? By which the soul is forever tormented and delighted. Through the answers to which it at last finds peace? How shall any teacher learn rightly to deal with the child unless she can explain to herself what it is that makes him do and say thus and so? How can she judge the significance of his acts unless she knows where they lead, and what they will ultimate in? Is it not therefore essential that the student shall learn both to understand and to rightly measure what she sees? Must she not get at the root of the matter, must she not, like the physician, make a correct mental diagnosis of the child's doings and sayings? Must she not learn to see what the final outcome of certain phases and experiences are and so learn to encourage or discourage them?

To help the student to a clue whereby she can rightly interpret child-nature; to give her some measure of insight into the meaning and significance of childhood's experiences and manifestations; to see the final outcome in her study of embryonic forms; to lift, as the poet says, each fact and phase of child life to its universal consecration and so rightly to measure and judge the fact; to achieve all this, I look upon the Mother-Play as the most helpful and influential guide.

The effect of the Mother-Play Upon the Culture of the Student.

My third reason for the value I place upon the study of the Mother-Play is the influence it has upon the mind and character of the student and the kindergartner .

That contact with childhood keeps the heart young and the spirit hopeful, the kindergarten testifies in every one of its enthusiastic disciples. I value the practical work with the children not only because of what the children get from the kindergarten but because the fostering care of childhood makes for a fine womanhood; and the giving of one's best to the young and weak and ignorant calls forth the fine qualities of tenderness and sympathy, unselfishness and loving service. It makes the young woman pure in heart to come into daily touch with those who belong to the Kingdom of heaven. What this contact with the children does for the young woman's heart, namely, to make it pure and strong and to keep her emotions wholesome, something should in some similar, analogous way do for her mind. The daily work with young children who are simple and ignorant easily degenerates into intellectual weakness. To be always dealing with the simplest of facts in the simplest way is apt to induce people to let their minds lie idle and to content themselves with little intellectual activity. Therefore it becomes important to give to students in training schools an intellectual stimulus that will rouse their thinking activities and make them hunger and thirst, not for information, but for thought. Furthermore, the quality of this intellectual training should be of a kind that gives not more knowledge, but insight, a very different thing. The facts of the kindergarten are easily mastered—like all facts, as mere items of information. But insight into the meaning of facts necessitates a philosophy; and in the philosophy of Froebel, especially as it is embodied in the Mother-Play, the student gets a large view of education, of life and of the world in which both take their place. Searching into the great principles that underlie these simple experiences of childhood; recognizing the nature and significance of the ideals imbedded in them; following them to their final goal, the student finds herself in the midst of a world-view which explains her to herself and begins to make life and humanity clear. She gets a "vision splendid" that sheds its glory upon all the great and small things of life and helps her to view them in the light of eternity.

For the insight into truth then; for the splendid training thought; for the large

view of life; for the habit of measuring all things by their enternal standard, I value the study of the Mother-Play. How it throws into relief the dignity of childhood and womanhood. How it lifts on to high ground the simple everyday experiences of life by showing their universal nature and significance. How it opens up the world of nature and man's relations to it. How it clears and explains the nature and power of human institutions and reveals the structure and activities of mind, and finally, what light it throws upon the processes of human development and the unfolding of the child.

But this is not all. There are many who will testify with me to the power the study of the Mother-Play has exercised upon their lives and character. Its truths are so large and deep, its applications so wide that it brings not only light but food and strength to every aspiring soul.

Touching as it does upon every supreme relationship of life, it makes clear to the student what her duties in these relationships are. Searching the meaning of facts it stimulates the student to a searching study of the facts that pertain to her individual experience. Emphasizing constantly the need of right attitudes of mind and heart, it brings home to students the need of placing themselves in those attitudes for which the ideals of life call.

Teaching upon every one of its pages that life is more than meat, it develops a passion for the life-giving influences that fill the world. Breathing on every line that "all things that are transitory as symbols are sent, it urges the student to look for the reality behind and beneath and above and around and within the passing fact. Revealing in its unique way that all men are one, it imposes upon the student the spirit of a common humanity and a striving after universal communion. And, finally, proclaiming at each step that the source of the universe is a personal God—a father in whose image man is made—its call to a struggle towards holiness finds its echo in every listening heart.

To the study of the Mother-Play every student owes the debt that old ideals, unrecognized duties, unrealized possibilities, have become illuminated; and through it life once and forever grows into a constraining and an infinite opportunity.

SUGGESTIVE GIFT AND OCCUPATION LESSONS.

The seventh gift is the gift of surface. It consists of variously colored square, triangular, circular and oblong tablets, made either of wood or pasteboard.

Previous to this time knowledge of wholes, parts, and their combinations have been considered in the gifts. The child has seen the surface in connection with solids of the previous gifts. Now he sees the surface separated or abstracted from the solid, and in this abstraction must learn to regard the surface not only as a part but also as an individual whole.

The solids dealt with three dimensions; the tablets represent two dimensions. They are therefore the connecting link between the solid and the line (one dimension), which is the next step in the study of abstraction. This gift, therefore, sharpens the observation and prepares the way for drawing, line picturing.

All mental development must begin with the concrete and progress toward the abstract. Froebel in his gifts has perfectly illustrated this fundamental principle of education. All young teachers would receive invaluable information in the unfolding of the child mind by a study of Froebel's play material.

Authorities differ as to the proper time of introducing this gift. Mr. Hailmann is inclined to think the square and triangular tablets should follow the use of the fourth and fifth gifts.

Many beautiful lessons having for their aims form, place, color, and number may be illustrated in the use of this gift.

In too many primary schools this gift is used with only the thought of imitation back of it. Children copy designs from the blackboard without any mental suggestiveness whatsoever.

The following is a suggestion for a color lesson with circular tablets:

Place in an envelope two of each of the six primary colors. Let children on front seats pass one envelope to each child. The teacher may tell a story like the following:

When I was a little girl, I went to visit my grandmother. She lived in an old-fashioned house that set away back in the yard. The whole front yard was one big garden with little walks or paths through it.

In the long mornings I loved to walk in this garden, stopping now and then to look at some beautiful flower or to listen to the hum of a brightly-colored insect or the sweet notes of a gay bird.

One day while out walking, I stopped in front of a tall flower that was this color (here the teacher holds up a cardboard on which has been mounted a large piece of red paper). Look in your envelopes, children, and see if you can find a tablet that is the same color as mine.

Would you like to play that your desk is a garden and this is a red flower growing in it? Then put it in your garden.

Walking on a little further I found growing close to my feet some dear little flowers this color (holding up purple). Put this in your garden. And while I was stooping over these flowers, I saw a gay little creature folding his wings to fly away. He, too, had been enjoying the flowers, and he was this color (holding up yellow). Care should be taken not to prolong this lesson until the children are tired.

Suggestion for Lesson in Place.

The aim of this lesson is to make children familiar with the terms up, down, right, left, center, top and bottom.

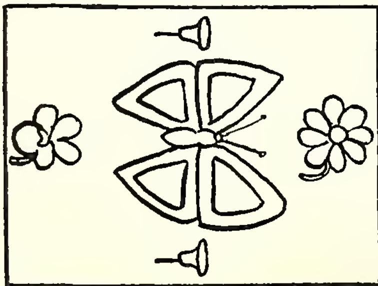
Story suggestion:

Children, do you remember the old fashioned garden I told you about the other day? Well, it was this shape.

Here pass out an oblong sheet of paper to each child and a crayon pencil.

Would you like to play this paper is your garden today and draw some of the flowers in it? Remember, the garden could not move around, so we must keep our papers very still.

Continuing the story of the garden bring out the following picture of the flowers and the butterfly.



From this simple first lesson develop other terms of direction.

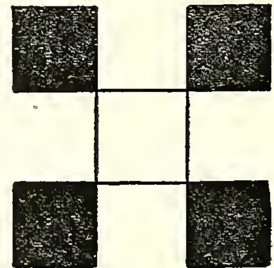
The geometrical forms illustrated in the seventh gift are:

Squares
Circles
Triangles
right isosceles, obtuse
isosceles, equilateral,
right angled scalence.
In combination
oblong
rhombus
trapezoid
trapezium
pentagon
hexagon
heptagon
octagon

Suggestion as to form lesson:

The seventh gift is a useful preparation to all branches of art work, particularly designs for tiles or parquetry floors and weaving.

Pass out five two-inch squares to each child, also a sheet of squared drawing paper (inch squares) and crayon pencil. Put the squared paper on right hand side of desk—the tablets on left hand side. Dictate some simple design as:



With crayon pencil draw on squared paper. At another time pass out the squared papers with the designs drawn upon them together with weaving mats. Have the children cut the weaving mats and strips and weave in their design. This is very strong work and leads directly to originality in parquetry work and weaving. Weaving of this kind is much more valuable than the imitative or dictative, although the latter have their places in the elementary stages.

In the use of this gift create the desire to originate, giving time and opportunity for free play, guarding against the danger of imitation and copy work.

FIELD NOTES

The Grand Rapids Kindergarten Training School will open October first in new and more commodious quarters, though in the same building it has formerly occupied, at 23 Fountain street, Grand Rapids, Mich.

The Young Women's Christian Association will also occupy rooms in the same building, the library and rest room of the Association being on the same floor with the Training School.

Gymnasium work for the school will be conducted by the physical director of the Y. W. C. A. in a fine new gymnasium. The lunch room of the Y .W. C. A. will also be of advantage to students.

The Training School closed a successful summer term August 24th. Sixty-five students were in attendance, representing the following states: Montana, Arkansas, Pennsylvania, Indiana, Wisconsin, Ohio, Illinois, Iowa, and Michigan. Special courses in Art Spacing and Landscape work in paper cutting; Water Color studies for the kindergarten, Constructive folding and the use of clay and sand were given by Miss Julia Locke Frame of Boston, in addition to general normal classes held.

Miss Anna H. Littell, supervisor of kindergartens of Dayton, Ohio, and secretary of the International Union, gave an address on "Mothers Meetings" and also directed classes in literature and other normal work.

Dr. J. T. McManis of the Western State Normal School of Kalamazoo, Mich., conducted a course in psychology, and Miss H. Antoinette Lathrop and Mrs. Constance Rourke, principals of Grand Rapids public schools, gave courses in primary methods and blackboard drawing.

Miss Edith Fish of Sault Ste. Marie, Mich., conducted the practice kindergarten in connection with the Second Avenue Public Play-ground. The public school system of Grand Rapids directed five very successful play-grounds during the summer, thus giving to thousands of city children the advantage of out-door exercise with gymnasium apparatus, swings, gardening, etc., also classes in sewing and knife work, and a well-conducted kindergarten in each play-ground.

Those who attended the I. K. U. Convention at Milwaukee will recall the inspiring paper given by Miss Lucy Gage, then of Oklahoma. Miss Gage has just been called to Kalamazoo, Mich., as head of the Kindergarten Training Department of the Western State Normal School. This opening has been accepted only after much deliberation. For five years Miss Gage has given of her best to the new-born western state. In 1901 she and her parents went with 50,000 other enterprising people to the new territory, led to make the step through an article in the "Outlook," whose statements were endorsed by the Western Trail and Government Reports. Although unsuccessful in drawing land the pioneers decided to stay and help make a new town. So interesting were their experiences, living in a tent and seeing day by day the marvelous growth of a town that she did not care to return to her position as kindergarten director in Chicago. She remained, studied the educational situation and, in the fall of 1902, an active campaign was begun in Oklahoma City for the organization of free kindergartens. The usual obstacles, due to ignorance or prejudice, were met, but the club women and intelligent business men were convinced of the need of kindergartens and gave opportunity for practical demonstration. Talks, lectures and the actual results with the children soon convinced the skeptical that the kindergarten was an essential in every child's education. In January, 1903, another opportunity was seized and a bill introduced into the legislature legalizing kindergartens in the public schools of the territory. This became a law March 16, after two days of hard thought and work to rescue it from the waste basket. Public kindergartens were at once opened in connection with the public schools and Miss Gage made superintendent. It was while taking post-graduate work at Teachers' College last winter that this new opportunity came to go to Kalamazoo. To accept it Miss Gage must give up the position of supervisor of the Kindergarten Training Department at Epworth University, Okla., to which she had just been elected. The good work begun by Miss Gage in Oklahoma City made itself felt in other towns in the territory,Guthrie, Shawnee, Hobart, Kingfisher, Perry and Enid have public kindergartens, besides the three State Normal Schools, located at Alva, Weatherford and Edmond.

The Pestalozzi-Froebel Kindergarten Training School opens September 23 at the Commons, Chicago. Besides the usual kindergarten branches there are offered here advantages in art, music and physical training. The best courses offered by the Social Science Institute are opened to the advanced students and students of education. This gives the student a broad outlook upon the many problems which a kindergartner is sure to meet in time. Mrs. Bertha Hofer-Hegner is superintendent; Miss Amalia Hofer, Principal.

The Baltimore Training School for Kindergartners, Miss Emma Grant Saulsbury and Miss Amanda Douglas Saulsbury, principals, began its second year of work on September 26 at its new location, 516 Park avenue.

This school can be traced back in direct line of descent to the great national kindergarten movement which emanated from St. Louis in 1873, where was started the work of making the kindergarten an essential part of the national school system, and which established, under the direction of Miss Susan E. Blow, the first thoroughly organized kindergarten training school in this country. From St. Louis, through the influence of Miss Blow and her students, the broader training of kindergartners passed to other cities.

Among the cities particularly fortunate in securing such training work was Baltimore, where in 1893, Miss Caroline M. C. Hart, a pupil of Miss Blow's and later a training teacher in St. Louis and an inspector of the kindergartens in Canada, was made director of The Training School of the Baltimore Kindergarten Association,—an association under the presidency of Dr. Edward H. Griffen, dean of the John Hopkins University. For ten years Miss Hart labored and was instrumental in the establishment of kindergartens in the public schools of Baltimore. The training work developed by her was organized upon the broadest and most advanced lines, and included the regular kindergarten course of two years, a post-graduate course of one year, and a course for the training of normal training teachers.

Miss Hart gave up the work in Baltimore June, 1903.

In September, 1906, her pupils for four years, and later her assistant training teacher, Miss Emma Grant Saulsbury, opened the Baltimore Training School for Kindergartners, which immediately drew about it for special study the greater number of kindergartners in the city. Junior, Senior and Post-graduate classes were organized, and two students entered for normal training work.

The Chicago Kindergarten Institute opens September 25, 1907, with a good membership, especially in the normal class. Miss Alice Temple has become one of the faculty.

The standardizing of the whole course in harmony with the work at the College of Education, University of Chicago, is an advance greatly to the advantage of the student and regular training.

PEDAGOGICAL DIGEST DEPARTMENT

TALKS TO TEACHERS.

E. LYELL EARLE, PH. D.

Last month we attempted to answer certain questions that had been raised in regard to the biological problem of cellular structure in man and the relation of this to education. As a corollary of that theory I find a question in another letter.

The writer asks, "What is meant by the 'Call of the Wild?' and how does it affect education?"

The "Call of the Wild," in point of fact, is a story written by Jack London, in which the leading character is a wolf-dog who had been transplanted from his primitive habitat and humanized by misplaced affection in a family of devoted admirers. He is stolen and beaten down by a dog trainer and sent to Alaska, where he is used as a sled dog. When restored to his primitive, ancestral environment all his cellular tendency asserts itself and the majestic stimulus of Alaskan wild, of snow and ice and mighty forest, arouses all the primitive wolf instinct, and he lives over in himself the wolf race, all of which has been reawakened by the environment which originally developed it.

Applied to education, the "Call of the Wild" has a very close relation to the cellular theory of life. The child has certain native instincts and tendencies to which he responds spontaneously.

In the older education the aim of the teacher was frequently to find what these native instincts and tendencies were, and to spend the time in depriving the child of everything that would appeal to these and to compel him to do the things he hated to do or could not do, on the principle, that if he forced himself to accomplish that, for which he had no active ability, he would need no education for those things for which he had no inborn tendency.

Our present day aim in education is to pick out of our modern and complex conditions the material, as stimulus, that will contain as much as possible of the primitive environment which originally created the ability and through that, lead over to true effort.

But not yet have we reached the true application of that great doctrine. How many a man and woman have felt the "call of the wild" and immediately recognized that for them how futile was the effort to attempt to answer it! The wild might call but they could not hear. Their ears, which had been dulled by the dead routine of school life, had lost the keenness to detect the meaning sound of nature's voice. How often the wild hath beckoned and they could not see because their eyes had been turned from the things of nature and of life to the artificial things that weakened the keenness of discernment born and fostered by the actual contact with nature's great reality! The wild indeed might call, but their feet were not able to trace the paths through forests and over mountain and along precipice and beetling ridge because their footsteps had grown weak and tottering and uncertain in the mechanical and artificial direction of the things of an artificial life. The wild might call, but they could not touch the things of nature, because the hand had grown palsied at the unstimulating touch of the unreal and the unsuited.

And how often, even when we hear and see and touch and long to respond to this call, we find it too late! We have been separated so long from this primitive source of strength and inspiration; that if we do go back to the wild, to the real in life, to nature, to environment, instead of getting strength from the contact we are led even deeper into the valley of death. And for this dullness and this inability to respond to that which originally gave life and power and joy the teacher is responsible, if she turn the child's eyes away from nature and his footsteps away from the paths whence nature guides him, and the hands away from the things for which nature made them grow. Woe! to her if she feed his fancy and foster artificial tastes and unnatural habits that will make it impossible ever for him to go back to true nature and derive from that inexhaustible storehouse the strength and energy and originality which nature alone can give.

The "Call of the Wild," then, in education is the call of life, the call of nature, of

humanity, the call of the real as opposed to the call of the artificial, as opposed to the study of fossil and stolid book.

We advise every teacher to read Jack London's "Call of the Wild" and see in that wolf-dog the great illustration of cellular theory and the possibilities of native response that lie hidden in every human organism and the source whence the proper material may be selected to arouse that power into activity and to lead it on from native selfish, egotistic tendencies into acquired, higher and altruistic duty.

The "Call of the Wild" suggests in a large measure the place of nature work in the curriculum, the material to be chosen for educational development, the excursion to field and stream and mountain; the actual touch of the earth in the sowing of the seed and the cultivating of the shoot and the fostering of the plant; in the application of the fruit to its fuller use. It suggests all the great activities that the kindergarten and the primary grades today stand for, the development of the native tendency through proper material into acquired, higher ability; the building on the cellular foundation that aeons upon aeons have laid; the appreciation of the sanctity of every cell that took ages to build up and to transmit, and the responsibility of the teacher to know the great task she has in leading the child on to the higher and the fuller life without leading it away from all that is best in the life that originally gave it its ability and that ultimately must reinforce it to do the highest work possible to the organism.

II

Here is another letter received by the Editorial Department, asking some very important questions:

"Editor of the Kindergarten Magazine,—

"Dear Sir:—

"I am just reading a doctor's thesis on the 'Theory of Knowledge." I am reading it because I liked the title and expected to find therein some effort to explain the gensis of human knowledge. I hoped to see some light on the Theory of Thought. Instead, I am finding the historical discussion of the various systems of philosophy and only incidentally do I find any reference at all to the Theory of Knowledge as applied to teaching, which is the important aspect for the teacher. Can you help me in this matter? What is the Theory of Knowledge and how does it affect teaching?"

I have been trying to think who the man is who wrote the Doctor's Thesis. I know of only one case in the graduate department of the universities where any such thesis has appeared in the last several years, and I have not the pamphlet at hand to see how far the writer's criticism is justified. However, let us see if we can throw some light on it from the standpoint of the teacher.

The Theory of Knowledge is a theory of how we get to know. The reason for taking it up is, that if we can show there is a natural way of getting to know, or a theory of knowing, there must be a natural way of teaching; and if we can trace, as the writer puts it, the genesis of the mental processes involved in learning, then we have at least general directions for teaching.

The first one to take up the theory of knowledge in a methodic way was Plato. He started out with the assumption that there exist two extremes of matter and mind, so completely distinct from and opposed to each other in nature that one in no way can be made to act directly upon the other. His problem, therefore, was to bridge over the gulf between matter and mind. Diagramatically he represented it as follows:

Matter Mind

He said that there existed in the mind prior to birth certain innate general forms or notions to which corresponded certain general type aspects of truth or objects. For instance: When the child tasted food or heard music, or felt the heat, or touched a chair, immediately that general innate form interpreted his experience and he recognized the object from the general form which existed in the mind, (by what mysterious process Plato never said) prior to birth.

Inasmuch as Plato began his solution from the mental side—from the side of the innate idea—he has been called an Idealist, in education down to the present time—and has had his followers in philosophy and in education down to the present time—those who say that all the truth is in the mind and it is only necessary to present the proper objects and the mind will recognize them.

Aristotle, a pupil of Plato, rejected the theory of his master and said, as a matter of fact, no two people saw things alike; no two people interpreted the same experiences alike; no two people reported the result of absolutely the same sound, or sight or touch in absolutely the same sense; consequently, he declared, there cannot be any such a thing as definite innate forms in the

mind to which objects and truth correspond, but that our knowledge comes through the sense. He laid down the great principle that there is nothing in the intellect which has not been in some way in the sense. To bridge over the great gulf which Plato conceived to exist between matter and mind, he inserted between the two extremes a faculty which he called Imagination, as follows:

When the stimulas passed into the sense an image of the object causing the stimulus was reflected in this imagination—image reflecting faculty—and the mind looked out and saw it, and that is how we got to know, according to Aristotle. As Aristotle began with the senses and ended with the mind he is called a Realist, and we have the two schools of philosophy and of education, the Idealistic school represented by Plato and his followers, and the Realistic school represented by Aristotle and his followers.

These two master minds of ancient philosophy ruled the intellectual world as far as it was concerned with education, from the third century before Christ down to the twelfth century after Christ. At this period there arose in Europe two great religious teaching bodies, called the Dominicans and Franciscans. They both took up the study of philosophy which was then becoming so important in Scholasticism. The greatest of these Scholastic philosophers was Thomas a Aquinas, called the Angel of the Schools.

He was a follower of Aristotle but criticised his theory of knowledge with true scholastic acumen. In his quaint scholastic Latin he said to the greatest master of Paganism:

"Now, Aristotle, what is this imagination of yours? Is it material, or is it spiritual? If it is material, how can it acton mind; and if it is spiritual, how can mind act on it?" The question remained and the keen Scholastic was right.

However, when a philosopher makes a difficulty apparently insurmountable, you may rest assured that he has the easiest possible solution at hand to comfort you. And so it was with Aquin. "I will tell you, Aristotle, how this can be done. This imagination is like a two face lense. On one side is material and on the other side is spiritual. When the stimulas comes in through the sense it is represented materially in the material part of the imagination and spiritually by some mystic process of Osmosis (?) in the spiritual side of the imagination." And thus the keen and yet self-deceiving Scholastic had bridged over matter and mind, as Huxley says about the solution, "Sublime, but false."

It is just here that the philosopher differs from the scientist. A philosopher may lock himself up in his study and assume the attitude of deep meditation and profound abstraction and consider the possible solution of a given question and select the one that is most pleasing to himself without having any real justification for it in the actual processes that occur. The scientist disregards his mental speculation in the matter, takes up the facts as he finds them in life and endeavors to reach scientific generaliation, based on true experience and true reason.

The first man to state a Theory of Knowledge in these scientific terms is John Locke. He was the first to distinguish the physiological processes in learning found alike in man and in animal—the processes alike of excitation and cerebation and motion—processes on strict fact occurring in the cerebellum; and the psychological processes of sensation, ideation and action, which occur in the higher centers of the cerebrum. Starting with the brain as an apparatus as just stated, and the afferent and efferent nerves and peripheral organs as means the theory of knowledge became a fact and we know how we know, and the seemingly infinite gulf between mind and matter is really bridged over. The stimulus exciting the periphery arouse the vibration of the afferent nerve, which in turn excites the cerebellum and if nothing intervenes to prevent, it issues forth in motion. As, for instance, if one steps on a dog's foot he snaps and barks and runs away. This process does not however always escape in motion along the efferent nerve but passes from the physiological organs into the higher centers—we have as a result not pure sensation but perception and the so-called higher mental process. To illustrate by a reference to the earlier example: If, as in the case of the dog, we step on a man's pet corn, he will probably have the tendency to do pretty much as the dog did, ky-i, bark or slap, or worse—it will depend altogether upon where he is. If he is home where he enjoys the privilege of natural expression, his processes will be largely physiological and find their form in motion. If, however, he is out where he cannot enjoy the privileges of natural expression, that tendency

to motion will rise into the higher brain and the energy that would be used in the slap or the groan, or other physiological energy will be transmuted into psychic energy, and he may leave his foot there and smile even, and say it does not hurt and illustrate thereby the difference between the psychological processes involved in learning, or in doing, and the purely physiological processes.

The educational corollary following from this theory of knowledge, illustrated by Locke in a general way, and since demonstrated by psychologists, are many and important.

First: There is a natural way of learning and there must be a natural way of teaching.

Second: Knowledge begins with the senses, passes through the motor activities and rises to the higher process of control. This indicates a natural order of method in teaching.

Third: Sensation is the first step in the order of knowing and of teaching.

Fourth: A true theory of knowledge is at the foundation of every correct philosophy of education and scientific method of teaching.

NATURE STUDY.

BERTHA JOHNSTON

From the earliest days man has, consciously or unconsciously, been taught of nature. The weaving bird, the spinning spider, the plants in their revolutions, the winds and rains and sunshine have little by little tutored his slowly apperceiving mind.

But a conscious aggressive study of the All Mother "to learn her ways and be wise" is of comparatively recent origin, despite the antiquity of Solomon's injunction. And among those who pointed out the way are the two great Englishmen who as it happens answer to the same name. To the sleeping world of his time Roger Bacon, born 1214, issued the call to leave the unproductive philosophy of Aristotle for investigations and experiments with nature. If there be truth in alchemy, he would say, let us experiment to find out how nature makes metals and then imitate them. But the drowsy world slept on for 450 years more, when Sir Francis Bacon sounded a similar call, which aroused his contemporaries to laughter and scorn, and his successors to slow action. He, too, urged the study of nature and life, that their secrets might be disclosed and placed at the service of man.

He would have men observe, experiment and reason inductively from single facts to general truths and principles, and then make practical application.

But it took many centuries to develop and perfect among men the accurately observing mind, the clear deducing brain, that evolved in the nineteenth century in a Lyell, a Darwin, a Huxley, an Agassiz, a Wallace.

Nature has now for more than half a century been the subject of faithful and loving research and observation on the part of scientists of our era. But it is only within the last few decades that the educator has perceived the great educational possibilities which make such study worthy a place in child-training.

Looking back over the history of modern education we find that the great sweet-spirited Swiss reformer, Zwingli, 1848-1531, recommended that children be led to study nature as exemplifying the wisdom, skill and loving providence of God.

And Basedow, founder, in 1774, of the "Philanthropin," had his pupils study birds and plants, teaching Latin in conjunction with them. For he discovered that the dead became a living language to the children, when centered around living things.

Coming to Rousseau we find that he was not only the first of educators to suggest that those who professed to teach might well begin by making a study of the subject they had to act upon, viz.: the child. But this first advocate of child-study seems to have been the first to perceive the value of nature as a source-book of education, one of the wisest of his recommendations being that which urges "to foster curiosity in nature while being in no hurry to gratify it."

Pestalozzi put into practice what Rousseau so ably preached, and we find him not only giving object lessons on birds and fruits, but even anticipating our geographical and geological trips in the walks he took with his pupils, who modeled in clay the valleys and hills they studied.

But though advanced beyond other educators in his appeal to nature as a subject of study he did not breathe into it the breath of life. The qualities of objects were ob-

served and learned as objects of sense-perception. Their causes, effects and relation to each other and to life were not taken so much into account.

FROEBEL AND NATURE STUDY

It remained for Froebel with his doctrines of inner connection; of the unity that underlies all life; of the development that comes through self-activity and through self-activity alone to vivify the apparently dead bones of such study. A genuine lover and a close observer of nature himself, he would have connected with kindergarten and school the garden in which the little child could have direct contact with nature. He says: "If a boy cannot have the care of a little garden of his own, he should have at least a few plants in boxes or pots, filled not with rare and delicate or double plants, but with common plants that have an abundance of leaves and blossoms and thrive easily."

"The child, or boy, who has guarded and cared for another living thing, although of a lower order, will be led more easily **to guard and foster his own life.** At the same time the care of plants will gratify his desire to observe other living things, such as beetles, butterflies, and birds, for these seek the vicinity of gardens."

How many educators have thought of the phrase we have italicized as an important reason for nature study? That should be an argument to appeal to any parent.

As we study the works of man because they express the spirit of man, so Froebel would have us study nature because here we find clearly expressed the spirit of God.

He would have us study nature because the laws governing the development of nature and the development of man "are mutually explanatory and mutually lead to deeper knowledge the one of the other."

Again he says:

"The boy seeks from adults the confirmation of his inner, spiritual anticipations, and justly so, from an intuitive sense of what the elder aught to be. If he fails to find it, a double effect follows—less of respect for the elder, and a recoil of the inner or original anticipation."

"Therefore, it is so important that boys and adults should go into the fields and forests together striving to receive into their hearts and minds the life and spirit of nature which would soon put an end to the idle, useless and indolent loafing of so many boys."

In this country nature study was a natural outgrowth of the Pestalozzian object lessons introduced by Sheldon into the Oswego Normal School.

LATER DEVELOPMENTS

In the N. E. A. reports we find that in 1858 J. Young gave a paper on the "Laws of Nature." The next mention of nature is in 1893, when W. B. Powell gave the report of the Congress of Natural History. From that year nature seems to have been given a place on most programs.

Col. Francis W. Parker's new educational methods, long known as the Quincy system, included among other strange features study of plants, animals, and the child's environment and nature-study formed an important part of the curriculum at the famous Cook County Normal School in Chicago. Wilbur S. Jackson, so long associated with Col. Parker, continued, amplified it, and was the first to give it a regular place on the school program as a part of the recognized curriculum. He has written books upon the subject of great value to the would-be teacher of nature subjects.

Mr. Arthur C. Boyden of the Bridgewater Normal School began about the same time to carry on in his own way a related line of work. He taught in the state institutes of Massachusetts and published a pamphlet upon "Study of the Trees of Plymouth County." At about the same time in the Summer School of Cottage City a department of elementary science was organized, which was really of the nature-study order.

Many of the schools in several states now began to include elementary science in the courses and then came Prof. Bailey of Cornell with the Bureau far-reaching nature-study which he organized.

Although few kindergartens in the United States were at first able to give space to a real garden for the children, the teachers managed in some way to bring a touch of this beautiful world to the little people. It might be only a few flowers brought in from the week-end trip to the country, or a few seeds in the glass tumbler. It might be a potted plant or a window box; but in some way nature was brought into the child-garden. A canary or a kitten, would furnish the needed pet and the horses and dogs would afford other opportunities for study of animal life. In the early days too much stress might be placed upon the number of eyes and teeth a quadruped might

possess and in some cases sentimentality might run away with sentiment, but a beginning was made and one which slowly has made its way into the grades.

To the Gradgrind parent or school board it means little or nothing that the child works more happily or spontaneously because of the nature contact, nor will he respond to the statement that in caring for plant or bird the child unconsciously learns something of the unity of all life; of the interdependence of flower, insect and man and plant. What is that to the city father? Let the teacher prove that the boy learns to read, write and spell more readily; to employ his arithmetic more intelligently and accurately because of the few moments a week spent with the goldfish or the snowflakes and he is won over. The teacher must be able to secure efficiency in her pupils if she will make place for this work.

Coincident with nature-study in the schools there have been other movements centering around an interest and love of nature and this would seem to argue that that study is by no means the passing fad or luxurious frill which some sceptics have been thinking.

Myra Kelly's clever story may be a needed criticism on some faulty teaching and may well lead the impulsive young teacher, susceptible to the latest innovation, to an examination of her purposes, methods and results. But we cannot judge fairly of a system by examining the weakest exponent. A lifeless chain of cold metal may be no stronger than its weakest link, but a newly evolving form of life is to be gauged by its strongest; its fittest representative.

Unfortunately, however, the average mind judges by the one case it may happen to know and hence one poor teacher may put a perpetual ban upon a most important educational movement in a given community.

When Dame Nature was more or less of a stranger to the teacher herself it is not surprising that the attempt to introduce the children to her should be awkwardly done and the mutual handclasps be cold and unresponsive. But with increased knowledge comes increased power and now if nature-study be not fruitful of results which satisfy the parent while rejoicing the child it is not the subject as such, but ourselves or our method, which is at fault.

The thoughtful teacher-seer "with visions clear" looks into the future as well as the present and knowing the reaction upon the child of his intercourse with nature knows that he will thereby be a more efficient man. The parent, whose main idea is that his boy must as soon as possible add his quota to the family budget must be helped to realize what nature-study means as an aid to efficiency.

WHAT SOME EXPERTS THINK

What do some of the nature-study specialists say upon this point.

To the question, why do not the old-time methods and studies suffice, John Dewey would reply: "Radical conditions have changed and only an equally radical change in education suffices." "The importance," he says, "to education of a close study of and intimacy with nature lies in its being the real thing, giving actual processes, and a knowledge of their social necessities and uses." There is a sense of reality through first-hand contact with actualities. In the school-room this topic gives something to talk and write about, makes real to him the child's work.

We are not oblivious of the fact that "our leading lights tell us that nature-study is an idea, an atmosphere, an attitude—in a word, it is spirit." What we wish to emphasize now is the side which will appeal to the parent and which while showing the practical side, includes necessarily the side which makes for the higher and the larger life. And just here is one extremely practical point which is closely allied to the ideal. How many parents are worried when their children reach the adolescent age by the ignorance of what their children are about in the hours of recreation. "Nature-study," says Mary Perle Anderson, research student at the N. Y. Botanical Garden, "should educate for leisure." The young men and women who have been led to love nature will not be tempted by the sensational attractions of the big city.

Of the other values of child-study Miss Anderson cites the development of the reasoning power; then "the power of expression." He can talk about the thing he is interested in. But let the teacher remember that these are the product of nature-study and that nature-study can never be the product of talking, of writing or of drawing. The child's language should become more accurate and logical; he should learn to tell the truth and not exaggerate. Laboratory methods should lead to greater skill and dexterity in the use of the hands."

2. Knowledge and love of knowledge is

another product of legitimate nature-study.

3. The industrial side and the economic appeal is the great one to parents and school boards.

4. Finally the ethical value of nature which results in happiness to the individual is most important.

Col. Parker said once: "Every great thinker and every educator from Socrates down to Froebel have urged the study of the great text-book of nature." And again: "No one can study nature without loving her; no one is ever alone, is ever where there is nothing to love and be loved by, who listens to the voice of the Eternal One sounding and singing through all that He has created and is creating."

Parker speaks also of the greater understanding of noble poetry which the child possesses who loves and knows nature. He also gives the significant thought that "history tells what man has been; science what he should be."

And nature-study is surely a stepping stone to science as far as it goes.

Preston Search, in his Ideal School, makes the point of the great inspiration that comes to the child in nature work when he realizes that he "may have a part in the evolution of a world of beauty, knowledge and happiness" by his investigations.

Two normal schools in Washington, D. C., one in Philadelphia, and that of Hyannis, Mass., are among the normal schools of the country that have school gardens as valued adjuncts of the schools.

Mr. Search describes at some length the nature work in the Upsala School, Worcester, Mass., under direction of Dr. Hodge. Here among the features which distinguish the school are the general feeling of happiness and inspiration that comes from the sense of adding to the sum total of the happiness of the world by growing a plant better than has yet been seen. The intelligent study of and protection of the birds is a marked feature of the school and we learn that grades 5, 6, 7 and 8 are organized and trained to take the annual bird census. Grade 4 has a space allotted in which are grown and studied all of the useful plants of Worcester County. The pests that visit and destroy given plants are also a subject of interested study, especially after a lovingly-tended plant has succumbed to the ravages of some destructive insect. One grade has the care of the lawn, etc. A living spirit of co-operation and enthusiasm seems to pervade this school. Flowers, vegetables, frui[t] trees and forest trees are also studied.

Nature work in the Philadelphia Norma[l] School owes its inception to Dr. W. P. Wilson seconded by Simon Gratz, then president o[f] the board of education. The normal schoo[l] has an exceptional equipment and its work is seconded by that of the Observation and Practice School. In the early days a specia[l] effort was made "to teach how to interpret nature as it lies around him." Excursions into the city streets, even, were fruitful of results in finding objects for nature-study. This was as long ago as the seventies.

The first school garden in connection with a public school was that connected with the George Putnam School of Boston in 1891. This was indirectly the result of a paper read at the Horticultural Society of Boston suggesting the educational value of gardens to the child, H. L. Clapp was in charge.

One of the mose notable school experiments is that of Hyannis, Mass., under W. A. Baldwin. Superintendent Baldwin suggests that if you plan having such a garden before beginning your **purpose must be clear** and **you must be sure of your results.** He considers window-boxes as of comparatively little educational value; the most that you can so teach being the germination of a seed or the unfolding of a leaf and the unusual conditions often give wrong impressions. This is certainly a serious consideration. He advocates gardens at a distance from the schools as better environment can then be secured for proper observation of natural conditions. He thinks it better also to not have this work continuous in all the grades lest the children lose their first spontaneous interest. Hence it appears in the second, fourth and eighth grades only. The work is made to correlate beautifully with the other school work. In the lower classes the arithmetic is very practically related to the measuring of the garden beds and paths and in the higher grades the produce raised in the garden is sold; the money deposited in the bank. Expenses are paid by check and the boys get practical experience in banking methods. They acquire further business training in the letters they write to seed firms for catalogs and seeds. All the other studies, reading, writing, spelling, geography and manual training naturally derive life by being correlated with the garden. The care of the tools, the systematic doing of things, the reporting of observa-

tions develops important business habits. The physical, mental and moral development of these children proves to be 30 per cent more rapid than that of children who have not had this inestimable advantage.

Courtesy Boys and Girls
How "Boys and Girls," a Nature Study Magazine, edited by Martha Van Rennselear, Helps Children to Become Gardeners.

Business men have had much to say of late about the deficient spelling and "figuring" of the modern high-school graduate.

Courtesy Boys and Girls
Nature Study under Auspices of "Boys and Girls."

Such deficiency is certainly inexcusable in any American school. The right kind of nature-study is certainly, however, not inimical to correct business habits if judged by the above standards.

In his article published last year in the Kindergarten Magazine and Pedagogical Digest Charles H. Keyes suggests that nature-study and gardening is of particular importance in city schools because through it the citizen-to-be learns better to appreciate the problems of his fellow citizens of the country. It makes for a better understanding between distant sections of the country.

The Boston State Normal School gives a course now in elementary horticulture and agriculture to those who wish it and the school yards of the city are used for experimental study.

Thousands, on the other hand, in the rural districts have been reached by the nature-study leaflets published by the Nature-study Bureau at Cornell University. According to Mr. Bailey, its founder, it seeks to improve agricultural conditions and to make man content to be in the country by interesting him in his natural environment. These fascinating pamphlets open the eyes of the inexperienced teacher to subject-matter right at hand and give her the desirable point of view.

The Nature-study Bureau received its first constituency by sending teachers to the

State Teachers' Institutes. It now has a large correspondence department in which the children write to "Uncle John" and tell how they have succeeded with the experiments he suggests and ask his counsel upon important matters. Mrs. Martha Van Rennselear publishes also in Ithaca a small but charming journal, "Boys and Girls," which encourages similar work with nature.

The Stout Manual Training School of Menominee, Wis., is doing also a good work in the school garden line, and Supt. Powell of the Glenwood, Iowa, school for defectives finds the garden work invaluable.

Closely allied to this nature-study work of the schools is the school farm of Mrs. Henry G. Parsons, which was described in detail in our May issue. Philadelphia has caught the contagion and is the first city whose Board of Education has recognized the educational value of such an undertaking and has given it a specific appropriation Mrs. Parsons joins with others in statement of the good results of this work. The outdoor life with plants and insects makes for the health of the children the study of nature's invariable laws, makes them realize the beauty of the law. Delight in the products of their own labor makes them respect the property of others. The care of tools also induces respect for their property.

The Home Gardening Association of Cleveland, Ohio, sold last year 247,348 baskets of seeds to school children to plant and care for in their own homes. This work has been thoroughly organized since 1894, with most beneficent influence upon the homes and the characters of the children. The children grow their own plants in pots, or window boxes, or bit of garden.

The work of the Vacant Lot Association, though not originally initiated for educational purposes, proves that indirectly they have marked educational worth.

It is certainly not desirable that all of our citizens should be trained as bookkeepers, or to stand behind counters and measure goods by the yard, tho the shut-in life of the salesman would be brightened by a love and understanding of nature to rejoice his recreation hours. We often think with regret of a wonderful sunset seen from the window of an elevated train while not one other passenger had eyes to see that glory in the sky.

We want some at least, of our growing boys and girls to be ready to be inventors; to be discoverers, and have the initiative to be foremen in large establishments. We do not want to have to send abroad for our competent workmen and investigators. The study of nature, the observation of the inter-relationship of her many forms of life the experiments with water and soil will open the eyes and minds of the children to a world of possibilities.

We have studied recently with great interest that book of Dr. J. G. Wood's, "Nature's Teachings." Would that it might be in every school library. It shows pictures of weapons, tools, houses, and innumerable other things made by man, and each one is accompanied by a corresponding tool. as found in the animal or plant world. The writer does not claim that man has in all or even in most cases gotten his first clue from nature, but he does claim that if we were to observe nature with such intent we might learn many more things that would make life even more comfortable and happy and better than it is at present. He cites as one instance the Crystal Palace, in which was housed the first international exposition All was to be in one building. It was a great problem that had to be met. And the great architect got his clue finally from observing the structure of the recently imported giant water-lily, the Victoria Regia.

When one thinks what that first exposition meant in the way of uniting the nations and making them better acquainted with each other one can see that this invention was far from being merely utilitarian.

The following schedule indicates what New York city is doing in its public schools in nature work:

The regular Spring Flower Show was held at Public School No. 79, 42 First street (east of the Bowery), Mr. Joseph A. Fripp, principal, on Tuesday, Wednesday and Thursday, May 14th, 15th and 16th, 1907.

The following list suggests what will be of most use in the school room, and includes the greater part of the nature material called for in the nature-study course, now a regular part of the New York public school curriculum:

APRIL—Sprouting acorns, maple seedlings; early wild flowers (arbutus, hepatica, spring beauty, dicentra, anemone, bluets, marsh marigold, bloodroot, early everlasting, elm, maple); early garden flowers (snowdrop, crocus, tulip, daffodil, hyacinth, etc.); seeds of hardy plants to start in classroom, morning-glory, nasturtium, ragged

sailor, beans, peas, radish, sweet alyssum, larkspurs, sunflower, etc.; also seedlings that have wintered over in the garden; aquarium material, frog-spawn, toad-spawn, snails, water-plants.

MAY—Special material for Arbor Day (first Friday after the first Monday), branches of fruit trees in flower—apple, cherry, peach, plum, pear; forest trees in flower, mulberry, dogwood, hickory, butternut, oak, maple in fruit (sugar-maple), etc.; potted plants for class-rooms; garden shrubs in flower; pansies, narcissus, baby ferns, Jack-in-the-pulpit, columbine, azalea, Star of Bethlehem, violets.

JUNE—Buttercups, daisies, clover, roses, iris; strawberry, blackberry, raspberry, huckleberry, grape, showing blossoms and young fruit if possible; branches showing young fruit of apple, pear, cherry, peach, etc.; grains and grasses; garden flowers, sweet peas, honeysuckle.

Fruits and flowers are much more interesting and instructive if they are not detached from the branch or stem on which they grew, a few such branches being more desirable than a great number of separate fruits or flowers.

In gathering wild flowers a knife should be used, and great care taken not to injure the main plant or to disturb roots. If any of the plants suggested are rare in the localities in which the collections are made, the flowers should not be collected at all, but left to increase.

In packing, arrange the flowers in layers between damp newspapers, and sprinkle lightly.

It is requested that the boxes sent in response to this appeal shall be, labeled "Plants," with the name and address of the giver, so that they may be acknowledged; and that the freight or express charges be prepaid.

In behalf of the Natural Science Committee of the Normal College, the Nature-Material Committee of the Public Education Association and the National Plant, Flower and Fruit Guild.

As regards nature work England is also forging fast forward. Last May we reviewed that most interesting and practical little book by Miss Lucy Latter, in which she recounts the history of her efforts in this direction and which has an introduction by Patrick Geddes strongly in favor of such work.

We have just received another English publication "Child-Life in Our Schools," by Mabel A. Brown. This gives illustrations, time-tables, etc., showing in detail the splendid work of the school which centers around nature. We commend it to the attention of American teachers. They base their work upon nature study, because that is the most interesting to the child at this stage of development. This being the case, we can be of best service to the child following his lead, and providing him with the best conditions for nature study."

"There is one Cause of everything . . . . Thus the study of nature helps the child to adjust more clearly his relation to God, to mankind and to Nature herself . .

During the first year of a child's life it is essential that his feeling and willing powers should receive due training, and there is no subject better calculated to produce right feeling in a child than Nature study."

Miss Brown knows her Froebel and her Emerson. The book will prove both inspirational and practical.

The Wisconsin State Board of Education has for several years issued a Wisconsin Arbor and Bird Day Annual which gives choice selections in prose and verse for use upon this important day. This marks another phase of education which indicates the continued interest in nature teaching and in fostering the love of plant, bird and tree.

When a genuine love of nature is a part of the nature of every child, our Niagara's will be safe; the bill-boards will no longer deface the landscape; our forests will be preserved and papers and trash will no longer spoil the landscape gardening of our parks.

May the time soon come when it will be felt by all in the words of W. Hamilton Mabie:

> "Relationship with Nature is a source of inexhaustible delight and enrichment; to establish it ought to be as much a part of every educator as the teaching of the rudiments of formal knowledge; and it ought to be as great a reproach to a man not to be able to read the open pages of the world about him as not to be able to read the open pages of the book before him."

A Few Books Helpful to Nature Study Teachers

How to make School Gardens, by H. D. Hemenway; Simple Exercises for the School Room, by J. L. Woodhull; Field Work in Nature Study and other books, by Wilbur S. Jackman; Nature Study and Life, by Clifton L. Hodge; The Outdoor World or the Young Collector's Hand-book, by W. Furneaux, F. R. G. S.; Nature Study in Elementary Schools, Teachers Manual, by Mrs. L. T. Wilson, Ph. D.; Familiar Flowers of the Roadside, by L. Schuyler Matthews; Lessons with Plants, by L. H. Bailey; Plants and their Children, by Mrs. W. S. Dana; Agriculture Through Laboratory and School Garden, by Mrs. W. S. Dana.

MONTHLY DIGEST OF THE FOREIGN EDUCATIONAL LITERATU

1. MEXICO.

Somewhat late, still in time for our October has come into our hands the official "Bolletin de Instruccion Publica," which alone by its increased volume, but still more by the character of its interesting contents conclusively proves the gigantic strides which our sister republic is making in the promotion of national education.

The "Bolletin" publishes in the first instance the discussions and resolutions of the Mexican Congress so far as they relate to public instruction, and then proceeds to give the various orders of the President of the republic, as well as the reports of the director and the commissioners of public instruction.

We are deeply impressed both by the comprehensiveness and thoroughness of the multitudinous measures initiated in the various departments of national Mexican education, especially, however, with those relating to primary schools and the preparation of teachers for these institutions. Among many points which in this connection attract our attention and even excite our surprise is the establishment of four different kinds of normal schools for kindergartners, designated according to the system which each follows especially as: No. 1, Kindergarten Froebel; No. 2, Kindergarten Pestalozzi; No. 3, Kindergarten Rebsamen; No. 4, Kindergarten Herbert Spencer. It seems to be the plan practically to test each method and then to decide which one may best be chosen for general introduction. As to the name of the third method, "Rebsamen"—a name unknown to us in the history of kindergartens,—it seems that the founder of the method is a German pedagogue, resident of Mexico.

Another feature of the "Bolletin" is the organization of industrial and technical schools which the government is anxious to push ahead and to bring to perfection. So also a school of engineering and mining has been established, which cannot help being of the greatest importance to a country so immensely rich in all kinds of precious metals and so much in need of artificial irrigation. Hand in hand with the progressive enterprises of the national government it appears that the foremost cities of the republic have heartily espoused the cause of education, and, as may well be surmised, it is the capital of the republic which is determined to set a novel example to her si cities. At a cost of $100,000 to $200,000 each, five magnificent school buildings h been completed, while two others are under way of erection. The plans and vations which the "Bolletin" exhibits still more the admirable report about th as given by M. Ulrice Y Trancoso convi us that Mexico has fully caught up with spirit animating the people of the Uni States,and of our American continent wo ily represents the position which France present occupies in Europe, both dem strating the fact that democratic instituti and republican form of government most conducive to popular enlightenm and national progress in humanity's gr est cause—Education.

2. FRANCE.

In summer in France, as with the schools are closed and the educators either abroad or at summer resorts o some summer school, all gathering stren for their fall work and materials for edu tional essays in coming pedagogical publ tions. Nevertheless we meet in the July sues of French magazines quite a num of interesting articles which we take ple ure, briefly, to point out to our readers.

In the "Revue de l'Enseignement des L guages Vivantes," (Dr. A. Wobframm, tor), it is especially two articles that dese particular attention, one entitled: "The I tionary in the Foreign Language," by P Schmitt, and the other superscribed "A futation of the So-called Direct Metho by G. Roy. The former is a vigorous test against the addition of insufficient partial vocabularies to reading books against the employment altogether of dictionary during the reading course, w advocating its use at the end of the read lesson; and the latter deprecates the tyr ny exerted by the direct method upon b teachers and learners.

The "Revue Pedagogique" presents in July edition a veritable anthology of in esting essays. The first, by M. P. M. Br etiere, and the educational question i timely and well-considered contribution a possible solution of the educational pr lems that now agitate France; the seco "The Lie," by Felix Thomas, treats subject from a pathological standpoi

"Primary Education in France" is another noteworthy article, which forcibly exhibits the progress achieved during the two years past in French schools; one of the most meritorious essays, to our mind at least, is one contributed by Alfred Morselet and entitled, "Lay Action in Germany," describing the aims and labors of the "League of Moral Instruction," a society of late date but great growth, to which Dr. Felix Adler's Society of Ethical Culture bears somewhat a resemblance.

In the "Revue Internationale de l'Enseignement," (Francois Picavet, editor), we find as leading article a discussion of the often-mooted question: "Does the education of women prepare them to exercise social functions?" bv Miss Helene Moutier. Though viewed from an intensely French standpoint the article is nevertheless of interest to American ladies and highly suggestive in more than one regard.

3. GERMANY.

The well-known magazine, "Lehrproben und Lehrgaenge," contains a number of excellent contributions, among which we specially mention an article by Prof Breimeier, entitled, " The Reading of English Authors in Connection with Instruction in History." It suggests a practical connection of literature of one country with the history of another nation, and maps out a course of English reading that vividly brings forth striking points in the existence of one people in comparison with other historical facts. Literature and History! these have always appeared to us as two sciences so closely related that they should never be separated. We sincerely trust that the writer of that excellent essay will still further illustrate and finally generalize into a system his views on that interesting topic.

A subject of kindred nature to the preceding one, however different otherwise, is eloquently treated in the July issue of the magazine "Fortbildungeschule" in an article entitled, "Discussion of Political and Social Questions of the Day," by which the author points out the usefulness of such discussions to advanced scholars.

In the educational journal bearing the title of "Paedagische Studien," (Dr. M. Schilling, editor), we meet an article from the editor's own pen, entitled, "Instruction and Interest," which it would be well for every teacher to read and to appreciate. We have rarely seen an article which so forcibly as this one exhibits the educational law that the responsiveness of the learner is in direct proportion to the instructor's faculty and devotion.

A pertinent subject, so it seems to us, is discussed by Prof. R. Schulze of Leipsic under the heading: "Children's Privilege to Questioning," in the July issue of "Neue Bahnen." The relegation to passiveness to which children are too often condemned during the course of instruction must more or less conduce to indifference, which, as Prof. Schulze clearly shows, may be obviated by conceding to them the right to question at stated intervals.

The "Zeitschrift fuer Schul Geographic" has two articles of special interest to Americans, one discussing in a lucid manner Peary's Polar Expedition and its results in comparison to former Arctic discoveries; another, by Dr. Wm. Gross, characterizes The Englishman from an ethnological and historical standpoint.

The "Zeitschrift fuer Schulgeseinudheits-Pflege" abounds in valuable treatises, among which we can only briefly mention two, viz.: "A Modern School Knap-sack," by Dr. Koenigsbeck, and "The Use of School Recess for Gymnastic Exercises."

DIGEST OF DOMESTIC MAGAZINES

At last an attack has been made upon the "bad spelling" problem which may lead to victory. In the "Elementary School Teacher" for September B. C. Gregory, Superintendent of Schools, Chelsea, Mass., writes upon the "Rationale of Spelling." He makes the very sensible suggestion that "our criticism of spelling should be analytical." That before trying to simplify or modify our spelling or rashly judge the children who are apparently bad spellers we should study the child and the words he misspells to discover why this occurs. He tried an experiment upon several classes in a New Jersey school giving two short stories in dictation. The children were mostly American. As a result of his experiments here he finds that many mistakes were due to mistakes in hearing correctly; wrong aural images. If the child had heard correctly he might have written correctly. The word "journey" was spelt in eighteen different ways and Mr.Gregory analyzes these to discover the reasons for the different renderings. He thinks others interested should make similar studies, but putting those of native-born Americans and those of foreigners in separate groups that we may, for one reason learn what are the special difficulties in the way of foreigners. Many errors require peculiar treatment. Since so many mistakes are ear mistakes, he recommends that we go back to oral spelling in addition to writing, claiming that "rapid oral spelling bears the same relation to written spelling that rapid oral arithmetic does to written arithmetic," and there seem excellent grounds for this contention. He

also would have spelling lessons largely limited to the very common words; those that are used frequently may seem simple. The more difficult words less-used are often readily learned because of the unusual visual image made. The common, everyday words need to be gone over again and again, especially if a wrong impression has once been made as the association is hard to destroy. All grade teachers will find this article of great value to them.

In the same journal Caroline M. Hill discusses book-binding as a school craft.

The "School Bulletin" contains a timely article by John C. Shaw, "Notes on the History and Present Method of Examinations," England and Germany being specially considered.

"Education" for September has an article by Prof. H. A. Hollister on "Education as an Instrumentality of the State," and Prof. George H. Durand discusses "English in Secondary Schools." There is an article by Arthur Macdonald on the "Decay of Family Life and Increase of Child Crime," which makes one feel far from optimistic. But one article which is worth a year's subscription to the Magazine is that in which Supt. J. Stanley Brown of Joliet, Ill., explains his ideal of "The School and College Counselor." The writer reminds us that in the old days the college president was able to come into a helpful, personal touch with his students, impossible in our larger colleges today; nor can the overworked dean of a department be to the adolescent youth the strong, personal influence so much needed in the life of every young person away from home. He recommends that with all the other college departments continually being created there should be installed a department of Student Life in charge of a "Life Director," or Counselor. Supt. Brown recalls his own college experience, which is that of most young men. The college yells and songs have been forgotten, many fraternal friends and most of the college widows, but the friendly, helpful, suggestive words of one or two professors, the personal touch, are indelibly fixed. The few (?) needed qualifications of this counselor are: "The most telling characteristics of the model parent, sociologist, theologian, philosopher, psychologist, diplomatist. Behind all this must be the man whose heart beats for humanity."

The "Craftsman" for September is full of interesting matter for teachers. Under the engaging title "The School Children of Fairyland" Henry C. Meyers, Ph. D., describes the schools of Hawaii. In addition to its public schools there are 59 private schools on the island. Ten different races are found in the teaching forces. The Japanese children go to the public schools and late in the afternoon attend their own schools, in which their own language is also used. The writer seems to believe that owing to the action of the actinic rays upon white skins the white-skinned peoples are destined to be supplanted in large part by those of other races. The Japanese are a large proportion of the population. The American children are the worst behaved in the schools. The Chinese are the best. The latter form the true aristocrats; are quiet, fond of their families and make good citizens. Those born of Chinese and Hawaiian parentage made the most intelligent, capable people, therefore the writer thinks it a mistake that the Chinese are excluded under our later laws.

Clarence Osgood has an excellent article, "Raising the Standard of Efficiency in Work," telling what the Manhattan Manual Training School for Girls is accomplishing in raising the standard.

A lesson in the Association of Work and Play by Peter W. Dykema, tells "What Children Learn from School Festivals," as shown by the Ethical Culture School, N. Y.

"The Regeneration of Ikey," by John Spargo, shows what the right kind of school may do to turn the self-willed, contrary, dull, embittered child into one who is happy in his work and glad to go to school. The school which works the transformation in this case is No. 110, N. Y. The agencies which worked the miracle included the wholesome optimistic atmosphere of the school as expressed by principal and teachers; the manual training handwork, which appealed to the boy who did not care for books, and the removal of adenoid growths which restored the child to something like normal health.

An article by Stanley Johnson tells of the Hartford method for school gardens. The children of the vacation schools help care for the gardens that are planted during the regular spring session, thus while deriving benefit themselves, preserving and continuing the work started by others which would otherwise run wild. Slowly school boards and cities are awaking to the importance of this work. As one supervisor is quoted, saying, "It would be a flourishing industry in the manufacturing world that could afford to let a plant be idle one-fourth of the year. Can education afford this waste? We learn that last winter the Massachusetts Association of School Superintendents discussed the question of school gardens during their entire program.

The "Craftsman" is a truly handsome journal but we do wish that in printing dates and numbers the publishers would be willing to forego possible elegance for convenience. We find it is much more difficult to read a date or number when extended out into written words than when written in figures. Are there others who feel this way?

The Educational Review" for September has a paper by Curtis Hidden Page on the "Simplification of French Spelling," and one by Rudolf Tombo, Sr. on "Reform of German Spelling." Both indicate that other countries besides the United States are finding it necessary in the interests of progress to modify their present mode of representing sounds by letters.

In the same journal John Bascom discusses American Higher Education; T. E. Page speaks concerning "Classical Studies." The question about the Ph. D. which this journal has been considering in a previous number comes up here also. Jefferson B. Fletcher has some pertinent words and suggestions as to the "Teacher of Literature and the Ph. D." Norman Wild has a paper on the "Psychology of Religion and Education," and John Dewey discusses "Santayana's Life of Russia." "Religion in Education in the Sunday School from the Standpoint of the Public School Teacher" is considered by Harriet F. Tuell, from a broad and helpful point of view.

"Unity" for September 5 is the annual educational number. There is a fine editorial "Concerning Endowment." J. H. T. Main, president Iowa College, Grinnell, has a paper on "The Christian College," and Chester Lloyd Jones of the University of Pennsylvania has an address on "Student Life in Spain." After a paragraph explaining Spain's diversity of character, both as to geography and historical development, the writer analyzes the effects of these upon education; describes the setting of the University of Madrid and the student; tells of the students in class and out of class; and something of what they are taught, and also describes a student strike about a comparatively small matter which involved the whole university and threatened to involve the state. On the whole the outlook in Spain seems hopeful, although it will take years to overthrow the weight of illiteracy, religious prejudice and narrow outlook which have handicapped her for so long. College teachers will be interested. The foreign notes this number announce the meeting of the International Congress for the Observance of Sunday on September 27-9

at Frankfort on the Main. The first of these congresses which met in Germany was held in 1892. Since then Austria, Denmark, Spain and Switzerland, Belgium and France, have passed laws respecting Sunday rest, and Italy is now considering similar legislation.

The "World's Work" has an article by Luther H. Gulick on "The Effects of Mental Fatigue," which is full of wise and helpful suggestion, and Booker Washington in "A Negro College Town" tells of fifty years' growth of the town of Wilberforce, Ohio. A timely article, just now, when racial feeling is so strong, as manifested in the Jewish, Japanese and Chinese problems, which are continually cropping up in different parts of the world.

The "Atlantic Monthly" has a delightful article on Fenimore Cooper by Brander Matthews. After some recent attempts to belittle Cooper, it is refreshing to read this discriminating paper, and to learn among other things of the many world-known writers who have caught their first inspiration from our early American novelist. In the same magazine Edward Dewden writes on "Elizabethan Psychology." A truly fascinating paper, whose first paragraph tells us that much of the literature of that period may be explained when one understands the peculiar psychological thought of the times. Psychologists and teachers of literature will find much food for thought in the article.

The "Century" contains some more delightful conversations with Walt Whitman, by Horace Traubel, "Walt Whitman in Old Age." Also some interesting Lincoln articles, by Homer David Bates, "Lincoln in the Telegraph Office." There is also an article by Arthur E. P. Weigall, which tells of a "New Discovery in Egypt," the tomb of Queen Thiy, consort of Amenhotop III, who reigned about 1500 B. C. and was as great in peace as in war, builder of many temples which stand today. Sunday school teachers should find this helpful in making the ancient Pharaohs seem alive.

BOOK NOTES.

"Child Life in Our Schools," by Mabel A. Brown. Apropos of the Nature Study movement, we have here an inspirational "Manual of Method for Teachers of Infants' Schools," which centers around nature as the heart of the work. It presents a most delightful picture of life in a modern up-to-date English school. The introduction is by E. P. Hughes, late principal of the Cambridge Training College for Secondary Teachers. It acquaints us with one who is a follower of the spirit and not the mere letter of the law. Two serious dangers are recognized "which beset the elaboration of any system. . . . "First there is danger of over-systematizing, i. e. the tendency to over-estimate details, and thus not to give the teacher sufficient freedom to utilize her own individuality. Secondly, an elaborate system has usually a very strong coloring of race, or time, or place; and unless the teacher who uses the system can erase that local coloring, and insert another suitable to her own conditions, then part of the system must become conventional, unreal and non-living. Froebel has not completely escaped either danger. In some directions he has, I think, over-systematized, and some of his plans, quite suitable for little German children of the nineteenth century, are not altogether suitable for little British children of the twentieth century. But there remains a great mass of principles and much method that are most excellent and stimulating, and that no teacher can afford not to know, whatever may be her grade of teaching. The spirit of Petalozzi and the principals of Froebel are as necessary in the university as in the nursery."

The above extract expresses the spirit which permeates the school described in the book.

In her own introduction, the author opens with the statement that "Teachers, above all people, need to cultivate the receptivity of the mind." She insists throughout on the importance of the right principles, feeling that as conditions are at present, it is impossible with a class of forty or fifty children in an infants' school to follow the exact methods as might be done with a group of ten or twelve. After giving the main Frobelian principles, she proceeds "I only give the details of working to show that it can be done. Your application of them must be very different from mine, for an idea cannot pass through the brains of two people with any pretensions to education and emerge in the same form." "The school building is described as lofty and light, class rooms built to accomodate fifty, open from the three sides of the hall, while the fourth side has six large windows. Engravings from master-pieces, lithographs of the seasons, etc., decorate the walls, and plants and animal models are on the window ledges. A fixed swing which will hold four children occupies a recess. The curriculis are given in detail, hour for hour, but as said above, these are varied to suit special needs. Hymns and Bibles or scripture story form a part of the first half-hour's program in classes of children over five years old. Attention is called to the following points: Every class, except Standard I, gets a nature lesson everyday but Monday, this being the first secular subject of the day, thus giving the keynote of the work to be taken. (2. All the children under five are allowed half an hour for games every day. (3.) Reading and arithmetic are always taken when the children are freshest. In no case do two lessons which demand close attention and strain follow one another. (4.) No needlework is taken with girls under six. (5.) Picture talks and conversational lessons are taken frequently with the younger children for the language teaching it gives. (7.) Drawing forms a very important part right through the school." For Americans who do not understand the English method of grading, the syllabi are not very easily followed. At least one regrets that the ages of the children are not given for the different "standards." There seem to be afternoon classes for the babies from 2 to 3:55, but the plan of work for the afternoon is one of great freedom involving the use of chalk and sand, talks about pictures, color lessons, bead-stringing for color and number, clay-modeling, etc. The reasons for choosing Nature Study as a basis of work are given and through a meeting with the teachers, once in three months, in which there is an interchange of ideas the season's scheme is worked out on general lines. Every week the teacher sends up her plans for the following days and the principal co-operates in every way possible; furnishing additional information where needed, and giving pictures, poems, etc., which bear upon the subject. Miss Brown finds it important that the scheme should be in harmony with the child's environment; if he lives in a seaport town, the details of sea-faring life suggest a line of work connecting with the larger life of foreign lands, as well as the life of the seashore. For the city child material is found in the trades and manufactures of the place. The newspaper boy with his bag will form a center round which we can weave a week's work which deals with the manufacture of paper, printing, books and papers of olden times. She tells also the arrangements by which nature-materials are brought into the city schools if the teacher is really in earnest. A garden is attached to the school wherein the children work at classes. A nature calendar is kept in which is recorded what the children may have observed, as when Fred contributes the information that: "There was mist in the streets and

fields this morning. It looked like steam from the kettle," or Vincent found a horse-chestnut with a long root, "Our onion in water has a long sprout," or, Eustace noticed that the cowslips were just beginning to come out."

The teachers are required to make their own illustrations for their work, and several re-productions of such schemes are given. Miss Brown believing that the ability to make their own illustrations can be cultivated in all teachers, and that it is of immense advantage in their own work. One chapter shows how the nature work is correlated with geography, including map-making and nature stories from the myths. Apparently, in writing, the wee children print before they write which we Americans now consider unnecessary. They begin to write when about four and a half years old, but have previously had drawing on various surfaces "in sand with pointers, on brown paper and black-boards with chalk, and on plain paper with crayons." It seems to be recognized that there is danger to the nerves and eyesight in employing too early the undeveloped muscles of the child, but in America we consider six as quite old enough for first efforts in that direction. The teaching of arithmetic is described in detail as well as the use of brush-work; the kg. occupations, clay modeling, etc. The importance of free drawing from Nature as an educational value is emphasized again and again. In many cases the actual workmanship will be poor, but one should not primarily aim at strict accuracy and fineness of work. If the child has tried (as he will) with his whole heart, soul and strength to show on his piece of paper, with his own hands, what his own eyes have seen, and his own brain understood, that is as much as we can expect of him in the infants' school. One great aid to improving the accuracy of brushwork is not to correct the child's mistakes yourself but to get him to say where his work is wrong and what is wrong by comparing his specimen with his reproduction of it. Children over six are given drill in the Ling exercise, but with due regard to the strain which such gymnastic exercises make on mind and body. There is a sensible closing chapter in which discipline is discussed. While to kindergartners many of the ideas in the book will not be new it will be found inspirational in many ways especially in th spirit which moderates it. Last year, hundreds o ambitious English school teachers visited ou schools. By means of this book we may learn some thing of what progressive England is doing witl her schools. Examples from this school were show in the English exhibit of the I. K. U. last sprin and attracted much enthusiastic interest. Pub lished by George Philip & Son, London. Man full page illustrations are given. Also a list o books used.

"Burt-Markham Primer,"by Mary E. Burt an Edwin Markham. As Mr. Markham says in the pre face: "If the words in a reader are choice and i the child gets them at the psychic moment whe they are at white heat with meaning to him, the are then the proper words." The stories found i this primer will interest most children from th beginning. The plan is such that the teacher tell a story and then when the children are alive witl interest, uses the words of the story, singly or i sentences. The first one is from Uncle Remus an with the lively pictures will hold the attention o any child. The big ears and the big eyes of Bill Malone, will make an impression that will cause th words to be easily remembered. There are at in vals, chapters called "The School Garden," but thi school garden is very tiny. One page tells of th little apple-tree one week old. "Can Johnny Bea climb the tree? No. Can a bee climb this tree No; the tree is too small."

Later, we read of a tiny pine-tree two weeks ol The text, with the pictures showing the seedling will please the children very much. It is a sug gestive little primer. Ginn & Co.

Playtime, by Clara Murray. This is a primer c reader for first year pupils, which is based, as it name suggests, upon the plays of children. Ther are colored illustrations, by Herman Heyer, show ing children playing at traveling; children makin mud pies; children at play with dolls, with block with trumpet, and hobby-horse, etc., and aroun these pictures the reading centers. The new word are repeated in a variety of combinations so tha there should be little difficulty in making thoroug what is learned. Little, Brown & Co., Boston.

Courtesy, Little, Brown & Co.
From "Playtime" Primer.

VISIT TO A BLACKSMITH

ACTIVITY IN A KINDERGARTEN

Near the piano stands Miss Fannibelle Curtis, President of the I. K. U. and Supervisor of Kindergartens, Boroughs of Brooklyn and Queens, New York City Public Schools.

The Kindergarten-Primary Magazine

Vol. XX—NOVEMBER, 1907—No. 3

MARI RUEF HOFER.

MARI RUEF HOFER, the subject of this sketch, is familiar to the kindergarten world through her work in music rhythms and games.

She began her preparation for this work at Mt. Carroll Seminary, Illinois, where in an excellent music department she received her first training for the art for which nature had intended her.

Having been graduated from this institution in Music and Literature, her first work was the supervision of public school music in La Crosse, Wisconsin. From there she went to Chicago, pursuing her teaching in the public schools of that city, and finally becoming interested in and specializing in the kindergarten work. Here she gave normal training in music in the Chicago Kindergarten College, the Chicago Free Kindergarten Association, the training school of the Chicago Commons, besides lecturing in the leading training schools of the country. Her last public school work was the successful organizing of Music and Games in Rochester, New York.

From Rochester, she came to Teachers' College, in this City, where she is now established, both as Extension Lecturer for the College and in the New York Public School Lecture Course. She is also Instructor of Music in the New York Froebel Normal and a regular member of the faculty of the Summer School of the South, at Knoxville, Tennesee.

Miss Hofer's special interest at present is the Playground Movement and she is devoting all her leisure to the arranging of plays and games for festivals and playground work. She has published valuable compilations of music for use in the kindergarten, Sunday School and the playground.

Her latest publication is a collection of "Popular Folk Games and Dances," of unusual value and variety.

Steadily the resources of other times and lands have been drawn upon for the enrichment of life in our own land; and now we are trying to possess ourselves of the joy and spirit in the folk games and dances of many nations.

Miss Hofer, in selecting these games and dances for the use of American lads and lasses, has discerned with the clear vision that comes from years of devotion to the service of song and play, their ministry in the developing life of childhood and the need of extending their influence to those of mature years. In these days of strenuous living, there is a distinct need for recreation and relaxation; and it is by such service as this of Miss Hofer's, that we may hope to see the spirit of play of childhood functioning to meet the developing needs of youths and maidens, and finally ripening, in mature years, into a festival spirit that retains all the spontaneity and elemental joyousness that is characteristic of earlier days. The prominence of the problems of relaxation and recreation at this time, make this collection most interesting and timely. The selections have been made with a clear knowledge of peculiar needs to be met, and with a judgment that comes with long familiarity with the subject.

Of German extraction, Miss Hofer is interested in nationality. She reads and translates German readily and credits her interest and large acquaintance with folklore and traditions to this source. She never takes up a subject without adding to its interest and authority by research and careful study.

Being not only a student of education but of life, she has had large and varied experience in teaching all "sorts and conditions of men." This enables her to bring to her audience both the inspiration of the ideal and thoughts of genuine practical value.

Her recent contribution to the Playground number of Charities and the Commons shows a keen insight into the present American situation.

Personally, Miss Hofer is of fine presence and genial spirit, an interesting mingling of Teutonic ideality with American practicality. She has the temperament of the musician and artist, in which however sentiment is tempered by a fine sense of humor.

She is the embodiment of vigor, spontaneity and enthusiasm, which is of especial value in her work of breaking ground for new ideas. It has been well said of her work, while free and radical in method, it is conservative in principle. Best of all she can do what she talks about.

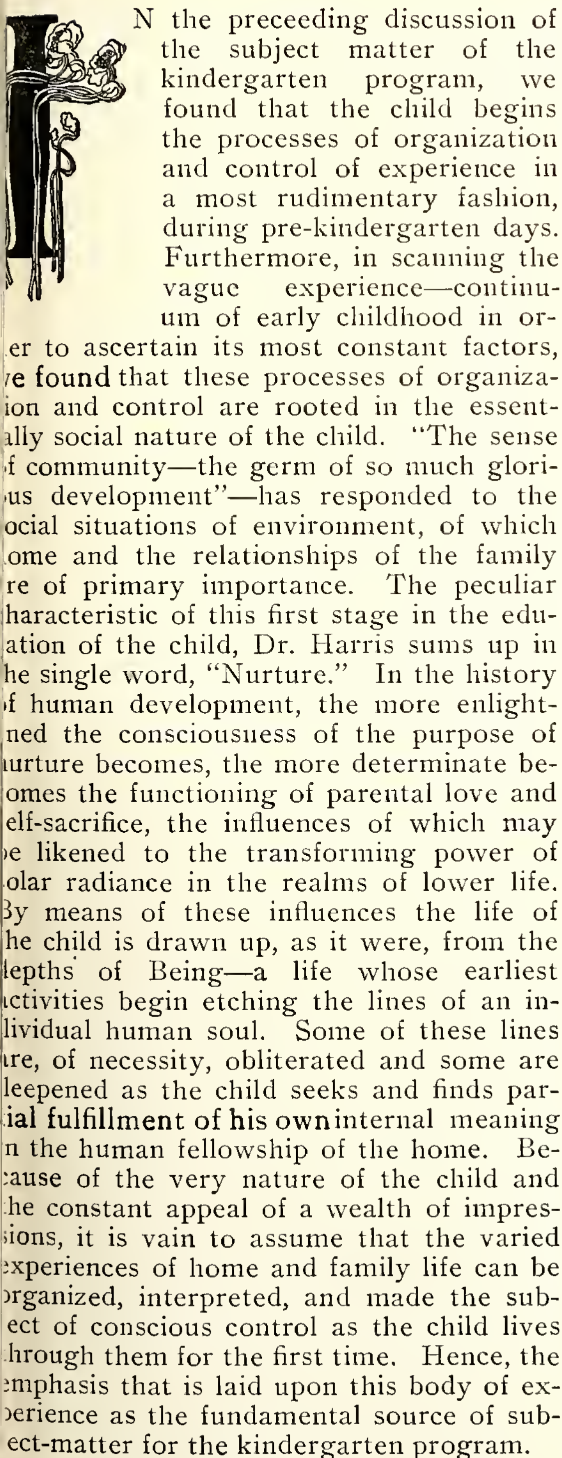
Courtesy Home Gardening Association, Cleveland, Ohio

INTERESTING MATERIAL FOR THE CLASS ROOM

THE KINDERGARTEN PROGRAM

HARRIETTE MELISSA MILLS

The Place of Nature as Subject Matter in the Humanitarian Program.



IN the preceeding discussion of the subject matter of the kindergarten program, we found that the child begins the processes of organization and control of experience in a most rudimentary fashion, during pre-kindergarten days. Furthermore, in scanning the vague experience—continuum of early childhood in or-er to ascertain its most constant factors, e found that these processes of organiza-ion and control are rooted in the essent-lly social nature of the child. "The sense f community—the germ of so much glori-us development"—has responded to the ocial situations of environment, of which ome and the relationships of the family re of primary importance. The peculiar haracteristic of this first stage in the edu-ation of the child, Dr. Harris sums up in he single word, "Nurture." In the history f human development, the more enlight-ned the consciousness of the purpose of urture becomes, the more determinate be-omes the functioning of parental love and elf-sacrifice, the influences of which may e likened to the transforming power of olar radiance in the realms of lower life. By means of these influences the life of he child is drawn up, as it were, from the lepths of Being—a life whose earliest ctivities begin etching the lines of an in-lividual human soul. Some of these lines re, of necessity, obliterated and some are leepened as the child seeks and finds par-ial fulfillment of his own internal meaning n the human fellowship of the home. Be-ause of the very nature of the child and he constant appeal of a wealth of impres-ions, it is vain to assume that the varied xperiences of home and family life can be rganized, interpreted, and made the sub-ect of conscious control as the child lives hrough them for the first time. Hence, the mphasis that is laid upon this body of ex-erience as the fundamental source of sub-ect-matter for the kindergarten program.

But human experience cannot be sundered from the medium in which it develops; nor can control, organization, and interpretation of human experience proceed without a corresponding degree of control of the relationship upon which depends the maintenance of human life. Nature, then, as the correlative of human experience, constitutes a second source of subject-matter for the program.

There are two ways of dealing with the place and significance of nature in the developing human life. One may gather, classify, and arrange a mass of data, and in the end formulate a generalization as basis for the practical efforts to control and interpret nature experience. Or, one may proceed from a working hypothesis, and in its practical application to the affairs of life, find its substantial verification. In this case we are constrained to pursue the latter course, since in these discussions we are committed to the principle of unity as the generating force that not only produces each realm or province of experience, but also organizes it through the agency of human thought and action, as humanity seeks and finds the fulfillment of the meanings of human life and of nature in a knowledge of the Eternal and the Infinite.

Primarily, then, we affirm that the realm of human experience and the realm of nature are factors in one unitary spiritual process, and that one factor apart from the other — its correlative — is meaningless Whatever may be the necessity of separating these realms of experience in later stages of development, here, on the plane of early childhood we are dealing with an implicit unity which is the very condition of developing conscious life, the movement of which passes gradually into the explicit unity of a consciously controlled and evaluated experience—the "education of unification" of the Froebel system. To the child "all life is one life, and nature is seen from the beginning through the lens of a human medium." "Inasmuch as every separating tendency hinders pure human development," it becomes the business of the kindergarten to preserve unbroken the bond

of unity between these two great factors in individual human development; namely, Humanity, as represented in the home and life of the family, and Nature, as seen through humanity and as constantly referred back to humanity. But the affirmation that the relationships of humanity and nature are mutually interpretive, and that both are factors in a process that is spiritually determined, implies that their meaning cannot be grasped until they are viewed in the light of a third factor that gives to the process its characteristic of spirituality—the relationship to God.

For Froebel, the development of the religious consciousness is of transcendent importance. During the nascent stages it is to be developed by the methods of indirection. Froebel explicitly states that the comprehension of the relationship to God comes through the relation of man to his fellowmen. He indicates that the religious consciousness forms the background against which all the experiences of unconscious or subconscious childhood are thrown in dim perspective lines, and that it is the pure human relationships that illumine these dim outlines and reveal their meaning; while nature, in its social values, further unlocks the religious consciousness. From every side the child is nourished by an infinitude of subtle influences which elude our discrimination and classification. Under the combined influences of the human and nature relationships, the individual comes to know himself as related to God. The universality of the influence of nature appeals to Froebel. He writes:

"Human works that express the pure spirit of man, which is also the spirit of God, are not easily nor always readily accessible for everyone, and under all circumstances; while, on the other hand, man finds himself everywhere surrounded by pure works of God, by works of nature that clearly express the spirit of God."*

*Education of Man, p. 158.

At times Froebel deems the relationship to nature a more efficient means of developing the religious life than the relationship to man. He says:

"The pure spirit of God not only is seen more clearly and distinctly in nature than it is in human life, but in the clear disclosure of God's spirit in nature, are seen the nature, dignity and holiness of man reflected in all their pristine clearness and purity."*

*Education of Man, p. 159.

Froebel did not have the gift of song, but he possessed the intuitions of a poet. His intimacy with the inner spirit of nature must needs express itself in prose; but even so his discernment of the deep meanings of nature reveal his kinship with Wordsworth—the world's greatest nature poet—who testifies to the internal meanings of nature in loftiest flights of song.

Froebel writes:

"As I wandered on in the sunlit, far-stretching hills, or along the still shore of the lake, clear as crystal, smooth as a mirror, or in the shady groves, under the tall forest trees, my spirit grew full with ideas of the truly God-like nature and priceless value of a man's soul, and I gladdened myself with the consideration of mankind as the beloved children of God."

But it was given to Wordsworth to sing

"And I have felt
A presence that disturbs me with the joy
Of elevated thoughts; a sense sublime
Of something far more deeply interfused,
Whose dwelling is the light of setting suns,
And the round ocean and the living air,
And the blue sky, and in the mind of man;
A motion and a spirit that impels
All thinking things, all objects of all thoughts,
And rolls through all things."*

Froebel verifies in his own experience the enduring influence of nature. In boyhood while gazing deep into the heart of the flower that grew unheeded under his father's hedge, there stirs within him a dim presentiment of its meaning which satisfies some of his inarticulate longings. In youth he again discovers the flower and near it the hazel buds; now they speak to him of the "secret of existence and the mysterious laws of life." Again, in manhood, on seeing the flower and the hazel buds he says: "The presentiment which the frail, perishing blossom had awakened in my soul, has ripened into insight." In another passage he joyously testifies: "I can still see my hazel buds, like angels, opening for me the great God's temple of Nature."

Froebel makes the spiritual interpretation and appreciation of the internal meaning of nature preceed the description and classification of her outward manifestations nor is it necessary to create an environment or induce artificial "budding points" of experience in order to find the law of unity—the inner connection that is within all experience. Froebel says:

"From every point, from every object of nature and life, there is a way to God. Only hold fast the point, and keep steady on the way, gather strength from the conviction that nature must necessarily have not only an external, general cause, efficient in the most trivial detail; that it proceeds from one Being, one Creator, one God."*

*Education of Man, p. 202.

Froebel would by every agency keep the

*Lines composed on revisiting the banks of the Wye near Tintern Abbey.

ling of the unity of life unbroken. The anings of home and of nature which ne in childhood, must indeed pass into ger forms; but whatever form the sense unity may assume,

"Break it not
ntil its hidden thought
nto more lasting meaning has been taught."

Vith the increasing power and interest boyhood, it is still the inner meaning of ure that constitutes its primary value.

Man—particularly in boyhood—should become mate with nature, not so much with reference the details and the outer forms of her phenena, as with reference to the spirit of God lives in and rules over her." . . . .
Therefore, it is important that boys and adults ild go into the fields and forests, together ving to receive into their hearts and minds life and spirit of nature."*
Education of Man, p. 162, 163, 164.

For Froebel the education of humanity l the education of the child is primarily a ritual process—the growth and development of the idea of the relationship to God. t the foundation for belief in God is laid the nascent soul in the appreciation and owledge of its own relationship to human- and its relationship to nature. The exence and belief in a world of humanity l a world of nature is inseparably ked with the belief in the existence of d. Far removed as may seem the law of ty, and difficult and abstract as may seem this theorizing about man's threefold relonship, nevertheless, these are the facs with which each follower of Froebel st grapple if his ideal of nurture of child is to be realized. It is because the prob- is exceedingly difficult that many have n content to accept Frobel's efforts to body this law in an educational system, all-sufficient and final. Thus they feed on the husks of his thought and miss the ths they enfold.

The law of unity is, at once, the most abact and the most concrete. No simplest of daily life but manifests this law, either observance or by breach. Through the ivities of human thought, man has traced working of this law backward into rens where the problems of organic evolun were being wrought out—regions in ich the plummet of time makes no soundgs. It is through the activity of human ought in philosopher, poet, and true scien-, that the law of unity is projected into uture that transcends the limit of time. is inevitable that time seems of only relae importance when the mind once conves the significance of the psychic problems that are being wrought out by the methods of evolution.

For educator, as for philosopher, poet, and scientist, inspiration, aspiration, and courage are born of a unitary world view that interprets each detail of experience in terms of its highest implication. This is the world view that dominates the third, or humanitarian conception of the kindergarten program, where the home with its human relationships and dependencies, and nature in its relationship to human life are conceived as nurturing the consciousness of relationship to God. The attitude of this conception of the program towards the child is determined by the law of unity that blends in each individual the life and mind of humanity, and at the same time reveals the individual as such, as a unique and necessary expression of the Divine will and purpose—a being whose destiny it is to become aware of his kinship with the Divine life, and through the exercise of his endowment of self-activity, win his birthright of freedom. The humanitarian conception of the program, in the presentative aspects of its experience content, or subject-matter, selects as the arena in which self-activity is to function to such high purpose, the distinctly human and nature experiences that most clearly reveal the indwelling spirit of God. Its attitude towards the education materials of the system is two-fold; first, through presentative and representative exercises, they mediate to the child a fund of humanizing experience; second, they are the instrumentalities by means of which the child gains a unique, personal control over experience; i. e., as more or less plastic mediums, these instrumentalities afford opportunities for the functioning of those "propensities to variation," which reveal, not a child universal, but an individual soul maintaining and expressing its uniqueness in an environment of conserving and conforming influences—a self-active being, using materials for extending the processes of self-control and the organization of experience; and all to what end? That he may become in reality what he is potentially, a center of freedom, self-controlled under conditions that he can only partially control.

This conception of the program maintains that the subject-matter and educative materials are mutually interpretive. It maintains that their unification is not only essential, but absolutely necessary to the life of control of experience. In this atti-

tude the humanitarian conception of the program is in direct contrast with the first and second conceptions wherein the separation, or dualism between the experience content and the educative materials is consciously advocated and maintained. Accepting the law of unity as the productive principle of program making, consistent action will not admit of one basis for the organization and interpretation of human experience, and another for the organization and interpretation of nature experience. Neither will it admit of one distinct line of activity which has its ultimate purpose the organization of the world of nature under the categories of casuality, time, and space, or in the familiar phraseology of the kindergarten, the organization of the world of external objects on the basis of number, form, position, and direction. These are the categories, which, taken in isolation, belong to that world of description which begins and ends with itself. Under the concept of unification, these elements are factors of nature experience; but they lie within nature which waits upon appreciation before it will unlock its deepest secrets, or reveal the true significance of the formal categories just enumerated.

This position is taken with full recognition that, at times, in the domain of practice, Froebel maintains a dualism between the world of nature and the world of man. It is also true that certain implications of his gifts and occupations were only partially harmonized in his theories of them. Froebel's mathematical tendencies at times obscured his vision; but the truth remains that his dominant tendencies were essentially spiritual. He sees in the relationship to humanity and to nature the regeneration of the Divine life in the individual soul. Thus, first of all,what religion says, nature repeats and represents; what the contemplation of God teaches, nature confirms; what religion demands nature fulfills. Each newly discovered unity in these sources of experience but points the way to the highest unity. Our approach to nature, then, is from the side of humanity, since it requires the insight of the human soul to penetrate its meaning.

Even though Froebel sometimes places the child over against nature, it is never in the relationship of real opposites, but, rather, as terminal aspects of one unitary process which requires an intermediary to reveal the significance of each terminal factor. "Nature is at once too near and too remote from the child," says Froebel; hence the need of an intermediary element to establish effective unity. In the system of educative materials, the ball is the first intermediary between the child and the external world. Mediation is the germinal idea of Froebel's educative materials; and he yields his logical and mathematical nature to its fascination, and proceeds to establish dualisms between realms of thought and action which are in distinct contradiction to his general monistic position. Within the series of gifts provision is made for the organization of thought and action upon three distinct planes, viz.: life, beauty and knowledge; and further, the gifts provide for a long series of differentiations of form at the end of which an integrating movement begins, reconstructing that which has been arbitrarily separated for the exploitation of form and its correlatives. These primary contradictions are still regulative of much kindergarten theory and practice.

But Froebel's thought is not honored by perpetuating the detail of practices that contradict the fundamental principle of his system, but, rather, by abandoning them to follow his larger light. Accepting Froebel's position that all development processes in the triune life of the child function through the essentially human attributes and capacities of the individual, the approach to experience of every nature is from the point of view of humanity. Interpreting the gifts by this larger light, the humanitarian ideal finds in them the instrumentalities for mediating to the child the essential forms of social experience. They become the "studies" of the kindergarten, since they further the life of conscious control of experience with reference to social and spiritual ends.

Returning to the nature aspect of the kindergarten program after this seeming digression, it should be noted that long before nature study found a place in general school curricula, it was acknowledged in kindergarten as a valuable factor, even though it now occupies a large place in our schools, no definitive statement of the development of the nature concept has yet been made. The development of Froebel's concept of nature, when sifted from all other interests that find a place in his writings is, perhaps, the most suggestive treatment of nature study that educational literature affords. Practically, he advocates that the child be under a process of saturation in the world of nature. The appeal of

life to life with its almost endless incentives to activity—which is the very condition of developing life—is one of its most valuable influences, calling forth, as it does, myriad responses of touching, seeing, hearing, smelling and tasting—those great avenues that lead to the confines of the soul, there finding

"A door that swing two ways;
Inward at first it turns, while Nature speaks
To greet her guest and bid him to her feast;
. . . Then outward to set free an unanswering thought."*

*Mottos to Sense Songs. Frobel's Mother Play.

To accomplish this process of saturation one must go to nature, submitting the spirit to influences that develop, strengthen, and ennoble. The value of walks and excursions as educational means was clearly revealed to Froebel.* The aim of these excursions is always the cultivation of the sense of unity, the feeling of oneness with all life. In this first step little escapes notice. The child is not only to find the homes of birds, insects, animals and plants, but earth, air, water, sunshine—all are objects of interest, and means of nurture. Out of the processes of saturation in the life of nature develops the stage of participation in the life of nature. Nurtured by the endless influences of nature, the child must become a nurturer of life; and through the care and companionship of animals, in the care and companionship of plants and flowers, sympathies and sentiments waken and remain a permanent constituent of conscious life. Poems and stories enter into this life of participation, and song especially, is a means of interpreting these varied relationships to the child.

*See Education of Man, p. 309.

Thus, spring, summer, autumn, and winter, with their varied influences, furnish differing mediums for saturation and participation in the life of nature. Later, we may enter into nature's hidden places in pursuit of the formal knowledge which nature has to give; but here, on the plane of childhood, it is the thrill of the life of the world of nature and of humanity that makes one harmonious chord of music in the soul of the child. In approaching nature in the kindergarten program we will do well to follow the leadership of the little child. Imbued with the idea of the deep significance of the relationships of the child to nature, we may further the processes of saturation and participation, believing, with Froebel, that "the things of nature form a more beautiful ladder between heaven and earth than that seen by Jacob; not a one-sided ladder leading in one direction, but an all-sided one leading in all directions. Not in dreams is it seen; it is permanent; it surrounds us on all sides. It is decked with flowers, and angels with children's eyes beckon us toward it."

Courtesy Little, Brown & Co.

FROM "PLAY-TIME PRIMER"

DAY BY DAY WITH NATURE—FOR THE KINDERGARTEN AND PRIMARY GRADES

(Copyrighted)

MISS MARY PROUDFOOT.

Plans for First, Second and Third Grades.

A modern interpretation of the meaning of nature study. In the nature study lessons planned for the first three grades methods should not be radically different from those used in the kindergarten. Nature-study does not mean science lessons. The teaching of facts, as facts, or the use of any particular text-book. As Professor Hodge says: "Nature study is for the purpose of learning things in nature that are best worth knowing to the end of doing those things which made life most worth living." Dr. Bigelow of Teachers' College, Columbia University, read a paper in December, 1906, before the section of biology of the New York Science Teachers' Association, which has done much to clear up the question of what nature-study means. (See Nature-study Review, vol. III, Jan., 1907.) He has gathered together all direct statements and suggestions made by writers prominently identified with nature-study as an educational movement, reducing these to a working definition, which reads as follows: "Nature-study is primarily the simple observational study of common natural objects and processes, for the sake of personal acquaintance with the things which appeal to human interest directly." All authorities agree as to the three following essentials: (1) direct observational study. (2) common things of nature. (3) from the standpoint of our human interests in nature as it touches our daily lives directly.

The second established principle is that nature-study differentiated from science. It is not pure science reduced to words of one syllable. Science deals primarily with principles, and is concerned with the classifying of facts into an organized body of knowledge. Nature-study, on the contrary, is independent of any such organized relationship.

Putting these principles into practice the first aim of the teacher of little children will be to acquaint them with the plants and animals of home, farm and garden by giving them opportunity of living among these things and of caring for them; to familiarize them with the objects of their environment by using these materials in their relation to life. Thus subjects become wisely corre lated with domestic-science and manua training. In developing subject matter it also important to appeal to the constructiv instincts of the child. This provides th motive for investigation and develops fact which lead to spontaneous expression i oral, written and artistic form. Accordin to this plan nature-study becomes an impo tant factor in unifying the life in and out the school.

With this as an ideal any of the kinde garten plans in this series can be easily ac justed to suit either of the first three grade though for these children it seems best t give a more complete cycle of experienc For this reason the subject of the corn, to gether with several other programs to fo low began with an introductory spring pla

An introduction to the work of the farme probably would be impossible. In this cas pictures can be used and models of harro and plow made. Construct the harrow strong twigs fastened together with sma nails. To make the plow use two pieces wood (about as long and as thick as an ord nary pencil) for the handles. Fasten thes together by rounds, (see Standard Dictio ary for terms.) Bring the two lower en together and between them insert a pie of tin, cut in right proportion, and be into the correct shape.

To fasten the tin into place bore hol into all three parts at the point of junctur and wire the same tightly together. Thes models will be strong enough to demo strate their use in a sand tray. For d scription of "Tools," (see Cyclopedia f American Horticulture, New York, 1900.)

Facts in Regard to Cornplanting.

Corn is grown in many different kinds soil, a well-drained, rich, sandy loam is bes The seed bed should be well pulverize Planting must be done late enough to e cape late spring frosts. It is either sown i drills by means of a corn-planter, is som times sown broadcast, but more often plan ed in hills about three and one-half fe apart each way. When done in this wa three or four stalks are produced per hi From the time of planting till the youn plants appear, the soil should be kept in

pulverized condition to prevent the growth of weeds. The plants can be cultivated with a hoe. Corn shows a remarkable tendency to mix as the blending of varieties is called, the pollen of one variety showing its effect upon the grain of another, as shown by variegated grains and in the deterioration of sweet corn and prosperous when planted near field varieties. The corn producing states are Illinois, Iowa, Kansas, Nebraska, Missouri and Indiana.

When the children begin their planting, have them stretch a cord to keep the row straight and use sticks of the right length to mark the spaces. In each hill plant four or five kernels.

Kernels for Indoor-Study.

Let tumblers be lined with dark gray blotting paper and fill the interior with damp saw-dust. Between the blotter and glass place kernels. If the saw-dust is kept very damp, this experiment will afford an excellent opportunity for the children to discover the use of the kernel as food to the plant, in germination. It will be interesting to study the roots and is a better method with little children than pulling up the young plant. Nature-study observations begin as soon as the first green shows itself. The children can tell the story of each new phases of growth by keeping their own records in little books; this can be done as the child likes by use of freehand cutting or by painting. If the grade can write let the expression be spontaneous, not a language lesson with any of its limiting technicalities. In June before the children go home for the vacation, one of the plants from the garden can be pulled up and saved for comparison in the fall.

Visit the children's garden to see the change wrought during the summer. How much fuller the stately stalk stands than the children. Stop to listen to the song of the corn. Bringing the June stalk for comparison, how many inches has the plant grown? What prevents such a tall stalk from being blown over by the wind? The children will discover roots attached to the plant above the ground and note that they have nob ends. Each one braces the stalk, hence their name, brace-roots. Of what use are the soil roots? Pull one up sufficiently to have the children discern that these are quite hair like and get their name from their capacity to hold fast, being called hold fast roots. They are lighter in color, too. (Recall indoor study). Show some plants that have spent some time in the cellar. This subject should be developed further after harvest time.

In the mean while the children can work with such other material as the season affords.

Harvesting.

The time of harvesting depends upon the use to be made of the crop. When grown for fodder it should be cut when the kernels begin to glaze, and the lower leaves to dry. Corn grown for grain must fully ripen and dry first. Some of the actual cutting and shocking can be done by primary children. The Thanksgiving festival can end in an old pastime husking-bee. This activity with its repeated unwrapping of husk would certainly enable the children to answer spontaneously any question as to its arrangement on the cob, as to the texture, etc.

A Corn Husk Violin.

Attention is called to this following occupation not as an invention of the teachers, but as the product of the construction instincts of children living in certain corn growing districts. While the author is not advocating the importance of structural facts, this illustration serves to demonstrate how experience may be made so rich, that, without the aid of the teacher, it will develope scientific detail.

Cut a large stalk from ring to ring. Raise the strings or fibres of the stalk on one side with a pen-knife and insert a small piece of wood at one end large enough to hold the fibres taut. Make the bow for the instrument in the same way, only use a suitably slender stalk. Insert a small piece of wood at either end and rub the strings with resin. By what more impressive methods could pupils become familiar with the fibrous texture of the stalk?

By what natural and simple activity could they be brought to the knowledge of the use of the stalk to the plant as the conductor of water?

Some Uses of the Stalk.

The outer portion of the stalk is used in paper manufacture and the pith is used for making pyroylin varnishes, gun-cotton and other high explosives. Owing to its porosity and absorbtive form, the pith is also employed in the construction of war vessels, compressed blocks of it are packed behind

the outer armor plate, to absorb water and close any hole that might pierce this plate by a projectile.

Repeat and recall some of the previous kindergarten experience. Make corn meal by crushing and grinding the corn. Make some of the primitive implements illustrating the various methods of grinding and crushing, etc. Through the shelling, the child's attention is directed to this arrangement of the kernels and to the firm structure in a much more vital way than by passive observation although these facts are only incidental to the all important consideration of what corn is good for.

The following introduction by the author, and also the remarks by Dr. A. E. Winship pertaining to this series of articles by Miss Proudfoot, may prove interesting:

INTRODUCTION BY THE AUTHOR.

[This little book is presented to kindergartners and primary school teachers with the desire that it may help to unify their work, and to make a logical connection between the studies of these earliest school years. The relation of the kindergarten to the grades ought to be a living one, and the transition from one to the other, natural and unconscious. The work makes its appeal in the Introduction, which will be found to be addressed quite as directly to the teachers of the early grades, although it enters upon the discussion with a consideration of kindergarten work.

It would be ungracious were I not to acknowledge my indebtedness to my colleague, Dr. Ella I. Harris, for the words of the beautiful Corn Song and for her sustaining sympathy; also to Frederic James Long for the music of the songs.

To Dr. Frederick M. Padelford, of the University of Washington, I express my sincerest appreciation for the interest which he has taken in my work and for the valuable detailed criticism he has given it

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REMARKS BY DR. A. E. WINSHIP

Miss Proudfoot's kindergarten work and the articles that have grown out of it have a touch of real life that is ideal, and so far as I know, it has not been approximated in this line elsewhere in American theory or practice.

The child is not transplanted into a theory, nor is a theory engrafted upon the child, both of which are common evils in attempts at reform.

The admirable results attained under the author's direct leadership with her class of little people may be secured by any capable and well-intentioned woman who will follow the articles closely, and work in the spirit suggested. By its aid, any kindergartner or primary teacher, with patience and tact, can take a small class, as Miss Proudfoot does, into a real home, kitchen, dining-room and chamber in turn, and have the children do the domestic work which each should do in her own home, had that home equal privileges and responsibilities.

In the same way, the children go into a real garden and cornfield and do under actual conditions what is often approximated in school gardens. In a word, all life tends to become real life under every-day conditions, but it is not left on the plane of the prose of life because it is exalted and ennobled through imagination and transformation into approximately artistic conditions through games, songs and literature.

In another way, the author attains the supposedly unattainable. We have long been saying that the only test of the kindergarten is the higher work done in the grades that could not have been done but for the kindergarten, and yet we have not dared to make the test on any large scale. Miss Proudfoot reaches this safe result in that she never thinks of the kindergarten as other than the prelude to the grades. Every hour the little people as a class spend in a home, in a garden, in a field or in school with games, with literature or with songs, she is attuning them in knowledge, in activity, in spirit for better work in all the grades.

The making of a book is of slight moment in these times, but the transformation of a system in any essential regard, breathing the breath of life into a faint hope that the desirable is attainable, is a noble mission, and I can but hope that such possibilities are in this message of Miss Proudfoot.

Boston, Mass.

MOTHERS' MEETINGS AND READING CIRCLES.

JENNY B. MERRILL, PH. D.

AMONG the notable books mentioned in a former article on "Mothers' Reading Circles"* is "The School of Infancy," or "The Mother School," written by John Amos Comenius about the year 1628 in the Bohemian language. This book was later translated into several other European languages and "the governments of England, France, Hungary, Holland and Sweden all invited Comenius to come and live among them and reconstruct their educational systems." (See introduction to Prof. Mill: S. Monroe's edition of the "School of Infancy.")

This interesting and unique book is "an essay on the education of youth during the first six years."

Notwithstanding its age and the fact that its admonitions are now trite to many parents, this book still has a living mission to mothers and kindergartners. Its quaint phrasing makes it peculiarly attractive. Through its simplicity it will help in arresting the thought of many of the parents of our foreign born children, while its historic value will aid in holding any intelligent reader.

I suggest that in presenting this book in a Mother's Meeting that the kindergarten (1) Give a short historic account of it or appoint a mother to do so. (2) Have a selected paragraph read as a basis for discussion and illustration. (3) Have the paragraph mimeographed or copied by the secretary and ready for distribution at the close of the meeting. (This will give work to a secretary.)

The following paragraphs are the best for the purpose:

Chapter IV, Sections 7 and 9.

In Section 7 Comenius enumerates thirteen virtues upon which any parent may do well to ponder.

Mothers should be encouraged to tell very briefly how they have succeeded in (1) developing, or (2) enforcing any one of these desirable traits in their own children. These virtues need not be taken in the given order.

The kindergartner should be ready with further illustrations from ideal homes and from the kindergarten.

Comenius, like all wise educators, puts morals and manners before intellectual attainments. Then follows section 9, in which he enumerates in simple fashion the "Beginnings of knowledge." This to me is one of the most fascinating outlines of what a little child may come to know in all educational literature. I suggest this ninth section as the basis for a second discussion following the same method as with section 7.

Parents will be surprised and interested to discover that the child is gaining knowledge in simple home life that will later be used by his teachers as a basis for every possible subject in the school curriculum.

Strange to say, this helps to dignify the mother's work in her own eyes.

It may be necessary for the kindergartner to enter a word of caution here lest an unwise and over-zealous mother fails to see that all this is learned in play and in simple every day living, not mainly by instruction. Comenius' motto was, "We learn to do by doing."

Kindergartners must use their judgment in reference to using the remaining sections of Chapter IV. It would be useless, for example, to explain to mothers who have never heard of geometry that children lay a foundation for geometry in measuring, etc.

There should be no uniform outlines for Mothers' Meetings. The kindergartner must study conditions.

Let me call attention to the fact that the topics outlined in Chapter I.V are expanded and illustrated in Chapter VI-VIII, hence the kindergartner should study these chapters thoroughly, or during the discussions.

The activities of the kindergarten are foreshadowed in Chapter VII, Sections 4 to 12, and in Chapter VIII, Sections 4 to 8. The "intent of home training" is considered in Chapter XI, but in reading it should be remembered that it was written before the days of the kindergarten when "to go to school" meant great restriction and attention only to books. The kindergarten has since developed and the school itself essentially modified.

*See Kindergarten Magazine, February, 1907.

As most training schools and classes for kindergartners now give a course in "the history of education," I take pleasure in recommending the study of this little gem of a book to any who have not already adopted it. This study will pave the way for its future in Mothers' Circles while at the same time kindergartners will be aided in realizing the relation of Froebel's work to that of his predecessors.

The little book may be secured at any branch of the New York Public Library, or "The Traveling Library," 190 Amsterdam Avenue, will loan it for use in Mothers' Reading Circles, to kindergartners in the boroughs of Manhattan, the Bronx and Richmond. It may also be secured for more general use, then, "The New York State Traveling Library, Albany, N. Y., or from D. C. Heath & Co., Publishers.

Character of Early Instruction.

Children ought to be instructed in morals and virtues especially in the following:

1. In temperance, that they may learn to eat and drink according to the wants of nature; not too greedily, or cram themselves with food and drink beyond which is sufficient.

2. In cleanliness and decorum so that, as concerns food, dress and care of body, they may be accustomed to observe decency.

3. In respect toward superiors, whose actions, conversations and instructions they should learn to revere.

4. In complaisance, so that they may be prompt to execute all things immediately at the nod and will of their superiors.

5. It is especially necessary that they should be accustomed to speak the truth. They should on no account be accustomed to utter falsehood, or to speak of anything otherwise than it really is, either seriously or in mirth.

6. They must likewise be trained to justice, so as not to touch, move stealthily, withdraw or hide anything belonging to another, or to wrong another in any respect.

7. Benignity ought also to be instilled into them and a love of pleasing others, so that they may be generous, and neither niggardly nor envious.

8. It is especially profitable for them to be accustomed to labor, as to acquire an aversion for indolence.

9. They should be taught not only to speak, but also to be silent when needful, for instance, during prayers or while others are speaking.

10. They ought to be exercised in patience, so that they may not expect that all things should be done at their nod; from their earliest age they should gradually be taught to restrain their desires.

11. They should serve their elders with civility and readiness. This being an essential ornament of youth, they should be trained to it from their infancy.

12. From what has been said, courteousness will arise, by which they may learn to show good behavior to everyone, to salute, to join hands, to bend the knee, to give thanks for little gifts, etc.

13. To avoid the appearance of rudeness or levity, let them at the same time learn gravity of deportment, so as to do all things modestly and gracefully. A child initiated in such virtues will easily obtain for itself the favor of God and man.

"Blessed is the home where voices resound with music."

"Too much sitting still or slowly walking about on the part of a child is not a good sign; to be always running or doing something is a sure sign of a sound body and vigorous intellect.

"We read that Themisbocles, supreme ruler of the Athenians, was once seen riding with his son on a long reed as a horse by a young unmarried citizen; and observing that he wondered that so great a man could act so childishly, he begged of him not to relate the incident to anyone until he himself had a son."

"No one will doubt that one boy sharpens the genius of another boy more than anyone else can; consequently, boys should meet daily together, and play together or run about in open places."

"As long as children are learning to speak. so long they should be free to talk as they like, to prattle freely."

"Parents should endeavor to excite in their children confidence and love towards their future teacher."

Courtesy, the Southern Workman

GIRLS COOKING—HAMPTON INSTITUTE. [See Page 96.]

AUTUMN GAMES.

MARI RUEF HOFER.

The County Fairs.

One of the most interesting experiences of child life—if adult memory serve aright—is a visit to the old-time County Fair, still held in many parts of the country. Who can forget the excitement of preparation, the exhilerating ride through the early morning air, crisp with the first frosts of autumn, the rustling of the wheels through the new-made beds of leaves, the vivid dashes of red and yellow in the foliage overhead. Then the entrance among numberless other vehicles, the visiting of stalls, the bewildering arrays of jellies, cake, bread, fruits, bed-quilts, and household things which interested mothers and sisters; the giant pumpkins, melons and squashes which made infant eyes pop with wonder; the high bred fowls with curious wattles and feathered legs, the sleek cattle and monstrous Percherons, the mettlesome racers which pleased father and older brothers; the lemonade and peanut stands, the blaring of rival bands, the merry-go-round, the target shooting, the races and the tumultuous joy of the grandstand.

Such pleasures of the past simple life may seem tame and colorless to the small frequenter—even of kindergarten age—of Coney Island and Luna Park which has become the attachment of even the small cities. If the County Fair is possible, give the children the benefit of it. Sometimes in the larger cities a foreign autumn festival like the "Schwaben Fest" is to be found which is worth visiting. Even if the County Fair be not at all possible, tell a story of "once upon a time when I was a little girl I went to a party in the country where all the vegetables that you usually see in the grocery stores were brought straight from the fields," etc. Have a naming party, enumerating, as you will find, most of the things that the children are already familiar with. The fact that they were not brought to sell, but to show how large and beautiful things could grow, would be a change to the usual grocery store conception of the city child's nature world. Preparatory gymnastic lessons on fall subjects will be found in October and November numbers of Kindergarten Magazine of 1906. The younger children will enjoy telling their experiences at the Fair or in the country.

Various gymnastic stunts can be provided in the imitation of their feathered friends do,

Let them show show how, for instance,

Mr. Leghorn:

1. Folds his wings this way—arms.
2. Holds his head high—stretch.
3. Flaps his wings—arm movements.
4. Stands on one foot—steady, for poise.
5. Stands on the other, etc.

Mr. Turkey:

1. Stands proud and tall.
2. Slowly lifts his foot.
3. Slowly drops it down again—(Lift from hip).
4. Give Turkey walk.
5. Head bobs as foot lifts, give gabble, gobble. This is excellent co-ordinating exercise. Let children show with hand how turkey spreads his toes as he raises and lowers foot.

Mrs. Guinea Hen:

1. Puts her head forward.
2. Folds her wings.
3. Runs swiftly on her toes.
4. Imitate sound.

Mrs. Cow:

1. Shakes her head.
2. Tosses her horns.
3. Walks heavily from side to side.
4. Calls for breakfast—Moo.

Wooly Sheep:

1. Stiffen legs like drumsticks.
2. Trip daintily along—tap tap.
3. All follow leader and jump the hedge.
4. Open pasture bars and jump in.
5. Bleat and eat from hand.

The races will give good review of all the horse movements than which none are better or more enjoyed by the children.

For Kindergarten:

1. Free running like colts, frisking and whinning.
2. Trotting, short steps on toes, holding reins high.
3. Galloping, leaping, single foot.
4. Driving in a sulky, holding reins.
5. Racing in twos or fours, etc. Hold children in check by keeping to running, trotting, galloping step. It is not necessary to run wild entirely.

Schoolroom Application.

For the grades let the children play holding "Fair" in connection with their nature study, arithmetic, reading, etc. Various fruits, vegetables, grains, pets, the product of girls' cooking classes and sewing, things they have made and gathered during the summer, can be entered, valued, appraised and judged and given prizes for. Where there are school gardens the products can be entered. In connection with this, harvest songs and games can be learned and a thanksgiving party as a result should be a spontaneous and happy necessity full of the spirit of the Harvest, rather than a family gormandizing occasion, with only sanguinary visions of their fatherland friends remaining.

In the schoolroom the materials of the "Fair" may add to schoolroom decoration or become part of a processional, bearing the fruits and grains of the field as a thank-offering, all finally being given to those needier than ourselves.

If as a teacher you take the time to give a Harvest festival, do not fail to enrich the subject with some of its historic and time honored detail. Read Chambers, Book of Days; Strults' Sports and Pastimes of English People for this. A Harvest Home festival will give opportunity for all the old time games of innocent fun and amusement. Some of the old games, Jolly Miller, Oats, Pease, Beans, Swedish Harvest Game are familiarly enumerated and are to be found in "Singing Games, Old and New," "Popular Folk Games and Dances," Hofer. Do not omit "Virginia Reel" and "Old Dan Tucker" from the final festivities, with the older children.

Sugar Cane Industry.

The following series, outlines the activities incident to the Sugar Cane culture of the Southern States and may be suggestive to Southern teachers. This and other industrial action stories were gathered from students of the Summer School of the South, at Knoxville, Tenn., and will appear in this series during the year.

Planting:

1. Lift stalks from "bed"—stoop to right and left.
2. Place on wagon—forward pitch, arms raised, heels up.
3. Lay in furrows—to right and left, walk in line.
4. Cover — arms outstretched, bend from right to left.

Cultivating:

1. Plowing—push plough forward in straight line.
2. Growing—stoop low, raise hands to sky.
3. Wind blowing through stalks and leaves—trunk strong, arms swaying.

Harvesting:

1. Stripping—raise both arms, quick outward movement.
2. Cutting—grasp knife, forward stoop to stalk, upward pull.
3. Hauling—stoop, pitch, throw on wagon. (Chant negro melody while working.)
4. Pitch — with lively movement to right and left.
5. Ride in carry-all on the cane, four in a circle or through aisles or on seats, teetering and swinging.
6. Rest and eat cane—peel off from right to left.

Grinding:

1. Carry to rollers, two lines walking forward.
2. Crushing—rotary movement of arms to center.
3. Grinding—two children standing and turning toward each other, one feeding cane.
4. Dramatize entire play, letting all children take part, hauling, feeding, mill etc. Add to No. 3, a child standing in front of rollers pointing hands for spout. Also one child on either side tossing arms outward as does the "bagass," as refuse into furnace.

Sugar-Making.

Boiling:

1. Carry to vats—lift buckets and pour in.
2. Bubbling—show with arms in circles.
3. Skimming—Side to side arm movements.
4. Pouring into jugs steadily—one hand funnel and one dipper.
5. Carry off jug—child catch hands under knees, for jug. Two others take arms for handles and carry to store room.

Refining:

1. Turn juice into centrifugals—Arms up, out and down.
2. Rapid turning—quick rotary movement of body.
3. Sugar falls gently to floor—finger movements.
4. Testing—tasting sugar.

5. Shovelling into barrels—stoop, scoop, throw.

6. Rolling barrels away—stoop, push, set up.

7. Make a saddle of hands and carry one child as barrel.

Candy Pulling: Close with happy game.

1. Stirring, boiling, pulling movements.
2. Two children pull together.

Hallowe'en Games.

Hallowe'en, perhaps more than any of the other seasonal festivals, reverts to the dim mysteries and superstitions of the past. At first it was undoubtedly part of the general Harvest ceremonials but later received a spiritual interpretation when it was supposed the spirits were freed and souls walked abroad working their spells for good and ill. It was also believed to be the proper time to consult with these concerning future events, hence the practice of magic and divination. The later humorous interpretation of these practices account for the mysterious disappearances and appearances of gates and other movables in a neighborhood, strange apparitions, disturbances, etc.

The better of these pranks and tricks still give wholesome fun and diversion to social occasions and parties of young people, in which even kindergarten and grades may share. If the children have been holding a "Fair," the apples, nuts, and other fruits may find a happy ending in such a party. A few of the Hallowe'en stunts are here listed: Bobbing apples in a tub of water or from a string hung from ceiling, throwing peeling over shoulder to find letter, jumping over candles, blowing out lighted candles, magic mirror, ring cake, snap dragon, ghost five, jack-o'-lanterns, should furnish ample fun.

Such games as Blind man's Buff, Puss Wants a Corner, Hot Cockles, Going to Jerusalem, Clap-in, Clap-out, Queen Dido's Dead, Simon Says, Thumbs Up, etc., should be revived and played. Many of these old games are in danger of being dropped out of child play and can here be happily revived.

Some of the tricks of devination are, dropping melted lead through handle of key into water, the different forms of ships, swords, brooms, etc., indicating future fate. Nut shell boats and lighted candle ends, riding water in safety, means long life, two meeting, friendship, crossing, separation, etc. Guessing games and paying forfeits, "Heavy, heavy hangs over your head" etc., can be revived at this time. These tricks can be used by the older children or at young people's parties.

An out-of-door bonfire with a potato, apple, corn or chestnut roast is the indispensable sacrificial fire of modern times.

A game of "Ghost Charades" can be played, in which the shades of favorite historic characters can appear. Characters from favorite books can be substituted, or humorous representation of well known public and political characters can be given. Much merriment as well as instruction can be gained from guessing the names of these. This can be done by means of shadow pictures, or ghostlv reflections brought about by a clever manipulation of lamps and looking glasses. Various funny scenes can be enacted, forecasting the future of friends, teachers, or individuals of prominence.

LANGUAGE DEVICES.

Language—For language work have the children gather whatever dry seed pods they can. Ask the children if they know how some of these little seeds will sleep in the ground all winter and be ready to wake up in the spring. Direct the children's thoughts, but let them express their own ideas in their own way.

Use the seed pods for a drawing lesson, also for a cutting lesson. Cut out five or six poppy seed pods and mount in a row, making a conventional border.

Hop-Scotch—Draw the outline of a hop-scotch game on the blackboard. If you do not know how, any of the children can show you. Write one or several words in each division. Who can go through the entire game without missing?

Have the children ask their mothers to save the seeds from the melons and pumpkins or cucumbers and squashes, anything that has flat seeds. Dry these and use them to outline leaves and apples and flowers, anything that the children can find to illustrate in this way.

SOME STORIES ABOUT TOMMY.

ANNE BURR WILSON.

IV.

The Winter Fires.

Something had to be done to keep Jack Frost from getting into the house; outside he might do as he pleased, but the farmer must have a warm place for the baby to play in, and for the mother to work in; so he and Tommy had to jump out of bed early one frosty morning and go down to the wood lot, which was away beyond the orchard. Here the trees grew so close together that it seemed to Tommy almost as dark as at bedtime when he and his father were walking in and out among them trying to choose the best ones to cut down for the winter fires.

Then how his father did swing his axe, and how the chips did fly! It kept Tommy pretty busy picking them up;—but still he had time to watch the gray squirrels with their bushy tails, and to fill his pockets with pine cones and acorns; then, too, he had to look at all the Christmas trees that Santa Claus had planted in the wood lot, and play that they were covered with toys for Susie and the baby and himself.

After a few mornings of work like this, Tommy's pile of chips and his father's pile of wood had grown so large that they drove the old horse down to the lot and filled the cart heaping full of wood; and still they left some behind.

Who do you suppose drove the horse up through the orchard and past the garden to the woodshed? Tommy himself!—with his father for passenger, and the wood piled high behind them.

Then came the unloading, and the laying of the sticks in even piles, and I can tell you that Tommy was hungry when it was done, and so warm, too, from his work that he began to think they had been foolish to get wood for a fire in such weather.

But if he had stopped working he might have known that Jack Frost was playing around the woodshed all the time, waiting for a chance to get into the kitchen door; and that is just what he did, for Tommy forgot to close the door behind him when he went in to dinner, and before he knew it Jack Frost was at his heels quite ready to stay and visit the family.

Now it happened that the wood-box by the stove was empty, and Tommy had to scamper back to the shed for an armful of wood before his mother could make the fire so hot that Jack Frost was glad to get out again. After that Tommy made it his business to close the door behind him when he went in and out, and to keep the wood-box full every day; for although he thought Jack Frost the jolliest of company it was best to do their playing together out of doors.

V.

The Snow Storm.

After this Jack Frost found it too hot for him in the house. He would sometimes stand by the window and look in at Susie playing with her dolls, or at the baby fast asleep in the cradle; but if he stayed too long someone was sure to see his breath on the window pane, and as quick as a wink out would come a stick of wood from the wood-box and into the stove it would go, and Jack Frost would have to move on.

He saw that Tommy was beating him in the battle, but he wouldn't give up, for he said to himself: "I am stronger than Tommy, or even than the farmer; when I first came they had to take in the flowers and fruit and vegetables out of my way;—afterwards they began to keep Susie and the baby by the warm fire, and would not let them step out of doors without being so bundled up that I could not even get a peep at them. Now I will make it colder still, and Tommy and the farmer must look out for themselves."

And he did make it colder, but there was so much work to be done that Tommy and the farmer came out just the same; to be sure, the collar on the new overcoat was turned up around Tommy's ears now, and he scampered in from the woodshed just as soon as he could get an armful of wood. Even the farmer hurried in from the barn as soon as the horses and the cows and the chickens had had their supper; then they both sat and toasted themselves by the hot stove and laughed at Jack Frost, who thought he could keep them in.

But while they were abed and asleep, Jack Frost was busy. In the morning, when they opened their eyes they saw snow piled high on the window sill, and Jack Frost's breath so thick on the window pane that

they could see nothing but whiteness. Indeed, they found, when they had dressed and opened the door, that there was nothing but whiteness to see.

It was as if the deep broad sky had been filled with snow, and it were all tumbling down into Tommy's back yard; but it would not do to stand and look at it long, for the paths must be dug to the woodshed and to the barn—else how could the wood-box be filled or the cows be milked and fed? It was hard work, for the snow was deep and heavy, but Jack Frost was mistaken if he thought they were cold; mother had bundled up her workers in extra mittens and mufflers, and there was a hot fire for them to run to at any moment; but if you will believe me, their hard work sent the warm blood running so fast in their arms and legs that the mufflers had to come off before the paths were half dug, and still they kept at it until the wood-box was filled and all the work in the barn was done.

It went on in this way all day, no sooner would Jack Frost fill up the paths than out would come the snow shovels,—until he grew tired of the game, and by night time was very willing to say that Tommy and the farmer had fairly beaten him.

VI.

Thanksgiving Day.

What a place for a Thanksgiving dinner Tommy's house was! Why, everything for the table was right in the barn, or down cellar, and the "thanksgiving" was right there, too, for anyone who had watched the squashes and pumpkins and potatoes through the summer knew very well that these did not grow of themselves, and that even the farmer and his boy could not make a fat pumpkin out of one little seed, nor big potatoes from one little sprout. To Tommy it was sure that Someone had given them these things, while he and his father had only watched them come, and taken them in out of Jack Frost's way.

Now that this was done, they would have a feast, and see all of these wonderful presents together; of course grandma must be there, too, and the farmer drove away early on Thanksgiving morning to bring her. There was plenty of work to be done while he was gone; the vegetables must be washed and cooked, and the turkey roasted in the big oven; Susie took care of the baby so that mother could do this, and what do you suppose Tommy did? Something that he and his mother had planned the night before. I must tell you how they came to think of it: When he came home from carrying the milk he asked his mother how there could be a Thanksgiving in a little house that had no garden and no barn; he was afraid that his two friends—the old lady and the cat—would have no feast like the one they were to have at the farm. You will soon see what they decided to do about it. On Thanksgiving morning just after breakfast Tommy heaped into his express cart all sorts of things that are good for a Thanksgiving feast, and started for the little house.

The old lady was watching for her little milk man, and thinking that he was later than usual; but he was nowhere to be seen. She was looking for a little boy with a tin pail on his arm, and there was no such boy in sight, though she peeped out again and again; then she rubbed her glasses so that she could see better; there was a boy coming down the road, but he was tugging at an express cart that seemed full of things—that could not be Tommy.

And before she knew that it surely was, he was right at the door telling her that here was her Thanksgiving dinner.

He could hardly wait to hear "thank you," but as soon as his cart was empty he ran for home with it rattling at his heels, for he was afraid Grandma might be there before him; of course he was mistaken, for it was still early in the morning, and what a long morning it was! He helped his mother a little, and kept watch at the window a great deal, and smelled the good dinner most of all, until he could hardly wait for it any longer.

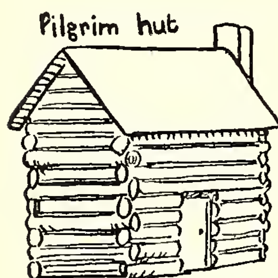
But at last he saw the old horse coming up the hill, and he ran out and brought Grandma in by the warm fire. Then he forgot all about dinner, and just wanted to sit down close beside her and hear her tell about when the farmer was her own little boy.

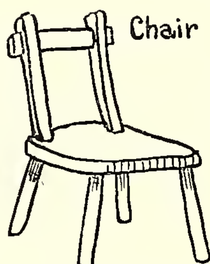
DRAWING, CUTTING, FOLDING AND TEARING FOR NOVEMBER

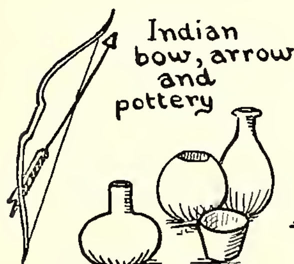
By LILEON CLAXTON, New York.

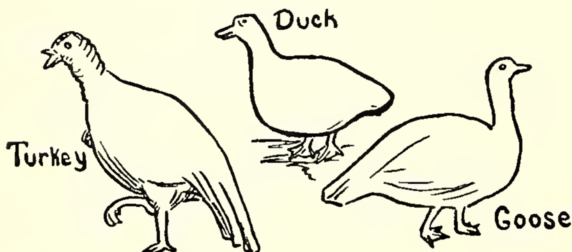
NOTE.—This series of articles which began in the September number of The American Primary-Kindergarten Teacher, will be continued throughout the year. The preceding articles will be mailed, if desired, on receipt of postage stamps amounting to six cents.

This is the month that is full of historic connections for the grades and local interests for the younger children; a month when we stop to think of the gift and the Giver; a time when we realize to whom our gratitude is due. Any formal expression of thankfulness will not bring about the desired feelings. It is by bringing before the minds of the children their possessions and helpers that thankfulness springs up. This is a time when not only the farmer may be made an object of interest but the city children have helpers in the policemen, etc. Any such helper may be appropriately introduced into the November program. The postman, however, is so naturally connected with valentines that he may easily be kept till February.







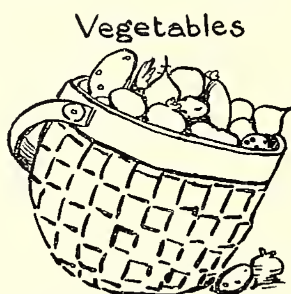


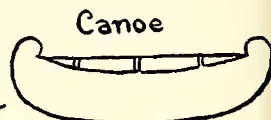
There is a great temptation to crowd the historic interests down into the kindergarten and lower grades because of the historic associations of this month. This, however, must be avoided. The month presents sufficient topics to the beginners without infringing on the work of later years and the oft-repeated complaint that the children are tired of Hiawatha and the May flower long before they reach the age of understanding, much of that work will not continue to be heard from the teachers of more advanced work. The little children are quite content to talk about the turkey and the pumpkin pies and leave the Pilgrim Fathers to their own devices and the grown ups.

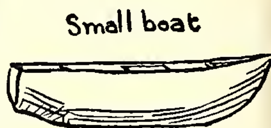
The animal life around which our interest centers this month is the turkey primarily—incidentally, the duck and goose. Some suggestions for the work in different lines follow:

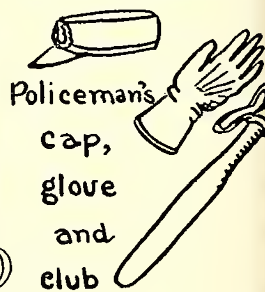
Drawing.

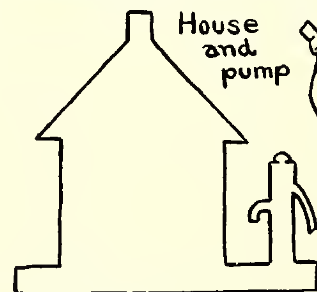
1. Pilgrim huts.
2. Pilgrim church.
3. Pilgrim furniture.
4. May flower.
5. Indian wigwam.
6. Bows and arrows.
7. Indian pottery.

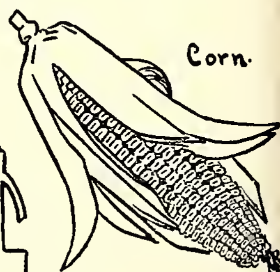












8. Turkey.
9. Duck.
10. Goose.
11. Book Cover—Basket of vegetables .

Free Drawing.

1. Farm animals in their houses.
2. Barnyard scenes.
3. Bins full of vegetables.
4. Barrels of apples.
5. Policemen at daily duties, such as helping folks across the street, taking lost child home, stopping a fast horse.
6. Mayflower leaving England.
7. Mayflower landing at Plymouth rock.
8. Building of village.
9. Indian life.

10. Illustrated stories.

Practice Drawing.

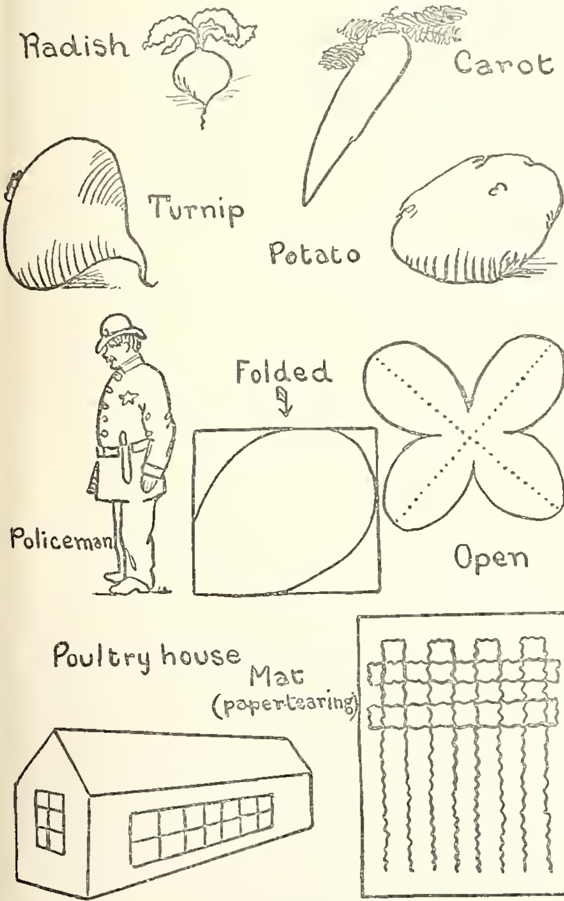
Cornfield with pumpkins in it.
Vegetables.

Cutting

1. May flower.
2. Small boats.
3. Wigwams.
4. Canoes.
5. Policeman's hat, gloves, stick.
6. Vegetables—onion.
   potato.
   carrot.
7. Illustrate stories.

8. Cutting to the line as in previous month. Magazine pictures should be greatly improved by this time. The children should be able to cut straight-edge pictures true.

9. Some simple combination of objects on one base might be attempted toward the end of this month.



Drawing and Cutting.

1. Pumpkin pie.
2. Ear of corn.
3. Onion.
4. Radish.
5. Carrot.
6. Turnip.
7. Potato.
8. Policeman.

Folding and Cutting.

1. Bins to store things for the winter. (Box form).

2. Barn based on form given in previous article.

3. Poultry house; same foundation as described in previous article. Draw large windows.

4. Folding and cutting for flower patterns of unique design might be introduced in November to prepare for snow flake work of the winter months. The work could be done by simply folding the book form and then folding the bottom of the closed book to the top of book and cutting off the open corners.

5. Cutting strips for chains should have reached a pretty good standard. Some of the best might be saved for Christmas tree decorations.

Mats and fringe.

Simple vegetables—potato, onion.

For tearing a mat a good size sheet of manilla paper should be selected; fold through one diameter; tear through the middle beginning at the fold. This leaves two portions held together only by a border, which is proportionate to the size of the mat. Tear each half as before. Tear each quarter. This will probably give the desired width. Care should be taken in tearing the strips to be woven into this mat that they are the same width as the strips in the mat. Colored strips are more desirable than manilla.

Paper Cutting Story.

MATIE LOIS LOUDON.

One night in September, Little Jack Frost, after sleeping all summer, woke up and said to his mother:

"Mother, it is time for me to see about painting the leaves, here it is the middle of September and not a single leaf is painted yet."

So Little Jack Frost put on his pointed cap and ran out into the woods and worked ever so hard all of the night.

In the morning, when the sun came up over the hill, she blinked her eyes and stared quite hard to see the trees all turned to red and yellow, and all of the leaves looked up at the sun, and bowed and smiled and cried:

"Oh, Mother Sun, ain't we fine this morning?"

One little leaf was so pleased with her new red dress that she just danced for joy and danced so hard that she pulled herself right off from the branch, so that she fell down into the vegetable garden. And that was so far away from home that the little red leaf commenced to cry and she cried so hard and so loudly that the pumpkin heard her and looked around and said:

"Well, who are you and what are you crying about?"

"Oh," said the poor homesick little leaf, "I am the little maple leaf and I had such a pretty red dress on this morning, and I was so happy and proud and I danced so hard that I pulled myself off from the branch."

"Well," said the old pumpkin, "that is too bad. All of the leaves have pretty dresses, I see, but I am afraid that you forgot to look at any but your own."

DEVICES.

To recognize words—

The kite—Draw the outline of a large kite on the board. Write the words you are studying in this outline. Have each child pronounce the words until he fails. See who can pronounce the entire list or who can fly the kite the highest.

Problems in the place of words can be used for any of these devices.

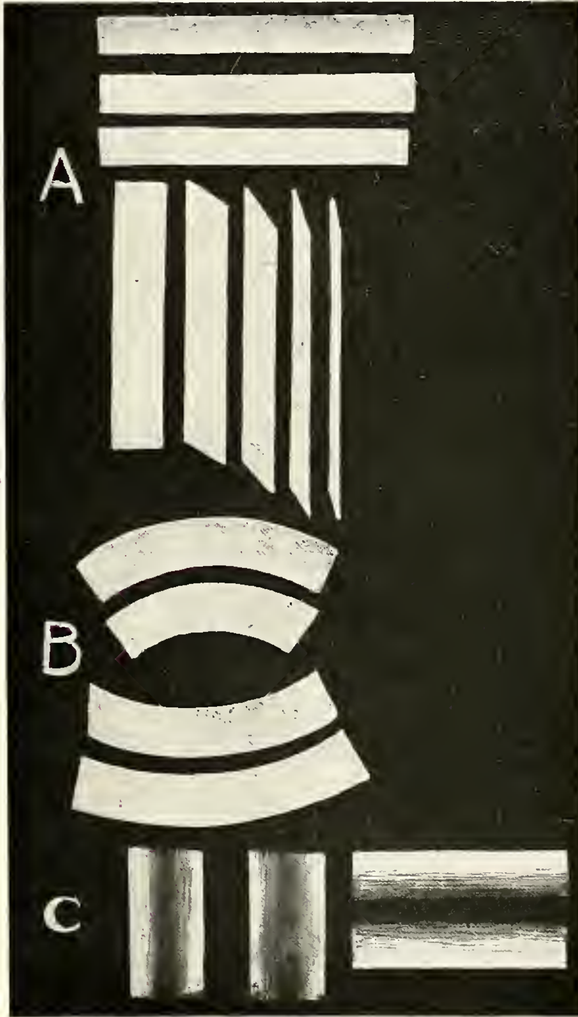
Draw an ear of corn on the board with the words written in it. Who can raise the best sweet corn?

ART WORK IN KINDERGARTEN AND PRIMARY GRADES.

ROBERT DULK.

Blackboard Illustrating.

In response to the many inquiries relative to the various strokes referred to in the previous article on this subject, it was de-



cided to reprint the illustrations of the first two numbers of 1906, containing directions

ILLUSTRATION II

ILLUSTRATION III

as to the manipulations of the seve strokes, and apply them to our prese needs.

Illustration No. 1 it will be seen is su divided into A, B and C. A is produced breaking a piece of chalk about in the m dle and drawing it horizontally across t board with an even pressure. The verti lines are drawn with the same chalk, in t first one the chalk was held flat and ho zontally against the board, in the ne

ILLUSTRATION IV

slightly oblique and with each succeeding one more obliquely until as shown in the final one, a straight steady line is the result. This stroke is used where straight lines are desired. The B stroke needs no explanation since it is the same as in A. Stroke C is the most important and is used in all cylindrical objects, as will be seen in the tumbler, flower-pot, and candlestick. It is made by breaking a piece of chalk about half way and putting the pressure at one end only; try this stroke both in the horizontal and vertical. With a little practice the beginner should get fair results when she may take up illustrations 2 and 3. It is well in drawing objects like these to sketch in legibly the general proportions as a guide.

Illustration 4 again shows the application of the C stroke and needs no further comment. To draw the group in illustration 5, begin by faintly sketching in the general proportion, then with the chalk held flat against the board lay in a delicate gray tone and with the C stroke shade the various objects; lastly, emphasize with the point of the chalk the various parts, such as the stems of the apples, the rim of the plate, etc.

ILLUSTRATION V

The writer would recommend that the beginner cover the board over and over again with practice strokes to gain proficiency and technic; the beauty of blackboard drawing lies in its simplicity of treatment. Have your drawing tell its story with as few strokes and as little effort as possible; avoid laborious treatment of this work; lastly, do not merely copy the illustrations, but use them as suggestions in creating new and original groups, thus the candlestick and the apples would make an interesting group, so, too, a sprinkling can and one or two flower pots, while a bottle added to the tumbler and the apples would prove a good composition. The field is practically limitless, but enough has been shown to point the way and it is for the reader to plod on and enjoy the fruits of her own discoveries.

RECOGNITION OF WORDS

The farmer—Draw a large tree on the board with apples hanging from the branches. Write the words in the apples. Who is the best farmer and can harvest the most apples?

Draw several pumpkins on the board. Write the words in them and see who can pronounce the most, or who can raise the largest pumpkin to take to the fair.

The chain—Write the words inside of ovals joining each other. This is a chain, who has the strongest chain? The one who pronounces all of the words has a chain that is strong and good.

From red and green paper, cut out apples. Place these with the words written on them in a small basket. The children are to take them out one at a time until they fail to recognize the word. Who can pick the most apples?

Hide-and-seek—Write the words you have been studying in short columns side by side. See who can point out the word as you pronounce it.

Have the children bring in the autumn leaves. Study their colors. Lay the leaves on drawing paper, draw around their edges and paint in the outline.

PEDAGOGICAL DIGEST DEPARTMENT

TALKS TO TEACHERS. (Continued.)

E. LYELL EARLE, Ph. D.

IN looking over the third section of letters I find that they group themselves rather naturally around the idea of consciousness, personality and interest. At first sight there does not seem to be much connection among these terms, but as far as teaching is affected they are very closely related.

One letter asks, "What is meant by personality and consciousness?" Another asks, "What is the fundamental reason for inattention in children?" The same letter asks for a graphic representation of the "span of consciousness" and the remedies for this "native inattention" especially found in children of the kindergarten age. The third letter quotes from Dr. Dewey on "Interest," and inquires how the psychology of interest is related to the problem of inattention and consciousness.

I would recommend to the writers of these letters a careful reading of James' "Briefer Course in Psychology," the chapter on Consciousness; although I just recall that I promised not to assign any home reading in these talks, inasmuch as the naive complaint of so many was, that they had a large bibliography of inaccessible or non-understandable books.

Tichenor defines "Consciousness" as the sum total of our mental states or processes at any time. It follows necessarily on either of the psychological processes discussed in our last talk on "Sensation and Perception."

Sensation and perception give the first physiological and psychological processes. Either or both of these prolonged to any extent give the first psychological state, called consciousness. The characteristics of consciousness are what interests the teacher.

The first one of importance is, personality; the necessary tendency of the individual to interpret experience from the standpoint of his native ability and acquired experience. The educational value of this principle of personality is that the individuality of the child should be respected by the teacher; that the individuality of the child is holy and should even be reverenced. The question naturally arises here, What are we doing in the kindergarten and the primary grades, or even in higher education to preserve and develop individuality to its highest efficiency.

After all, one of the greatest things that count in life is personality, individuality. Johnson had said of Burke, that if you stood under a shed with him in a rainstorm you would look at the great Irish orator twice for every once you would look at anybody else. There was that about him which made him stand out from others—his individuality, personality.

Many of our schools pay little or no attention to the individuality of the child. Lack of room, necessities of a system, the clock-work method of the daily routine, all make it difficult for even a conscientious teacher to be concerned with finding out and building up individuality. Many classrooms are not unlike so-called sausage factories, where children are ground out in certain lengths and thicknesses to walk and talk and do as teacher does, or as the school does. It is only when they get away from the artificial restraint of mere transmission of knowledge that there is any scope for the manifestation or development of personality. I saw a teacher cry because a boy would not add fractions in exactly the same way as she did, although the boy had her beaten by his own method.

Every subject of the curriculum from the kindergarten to the university can and should be made to develop and fortify individuality when such individuality may serve the higher efficiency of the individual both for himself and for society. Many a boy or girl, many a man and woman never really discover their personality or real individuality till they get away from the crush and grind method of much of our daily school routine.

The greatest native factor for success, the greatest source of power in mastering and organizing environment,—the individ-

uality of the child,—is even less emphasized in our school methods. The first characteristic of consciousness, therefore, personality, has a large pedagogical value when applied properly to the discovering and fostering of efficient individuality.

The second characteristic of consciousness is changeability. The younger the child the shorter the span of consciousness, the greater the tendency to be attracted by varying situations, the greater the actual amount of inattention that the teacher has to contend with.

Attention has been called "vocalized consciousness," the point itself on which the attention is fixed being the focal point of consciousness, and all that is necessarily grouped around that point being called the "margin." Applying this characteristic of conscious, changeability, to education, one of the first great truths we learn is that inattention is a natural fault and that the first great cause of inattention in children is the native changeability of consciousness. If we remembered this fact oftener in our school work we would be less worried about the amount of artificial attention that we are capable of getting from our classes.

One of the sad things that always impress me when I enter a class-room of a large school is the sight of a number of children sitting with their hands locked behind their back, their little necks strained and their eyes glued artificially on some uninteresting, indifferent teacher, or some dull, dead illustration or problem being worked out on a blackboard. Then the bell rings, with a fire alarm clamor, and immediately the prison lock-step is taken up and the boys and girls are marching around the room or the building frequently as convicts are marched in a prison yard to and from their cells and workshops.

But if you follow these repressed automata till they reach the street door and watch them as they breathe the free air and respond to the sun and light and the real things around them, you will see what is meant by artificial attention and the suppression of personality and the absence of proper method and material in class-room work. This is particularly sad when we are visiting the kindergarten or the primary grades where the native changeability of consciousness is so much greater and where the children have not yet learned enough of trickery to take on an attitude of artificial attention and begin their first lesson in social hypocricy.

Inattention is a natural fault and the teacher that does not make allowance for this inattention and look for the remedy in its proper place is the most useless of any teacher that we can think of. The remedy, however, is within the reach of all.

This is to be found in another characteristic of consciousness which we might call "interest." Out of the thousand and one mental processes and conscious states that flit through mind in every few minutes of life there are alwavs some things that appeal to native tendency and native interest and hold the attention. As Mark Twain said, "If a Chicago pork-packer, a preacher and an actor were to go through Europe together and tell their experiences, the preacher would tell everything in terms of the church, the actor in terms of the stage, and the pork-packer in terms of Chicago hog." Each would indicate his native or acquired interest, which would be showing his tendency to respond to certain situations in preference to others.

We have in this characteristic of consciousness, namely, in native or acquired ability, the remedy for native changeability or inattention. If we go back to our discussion in the Cellular Theory we will find that we discovered therein a physical basis for interest, and if we go forward and apply this discovery to methods of teaching we will find that we have herein a remedy for much of the inattention found in the class-room. As we said before, inattention is a natural fault and interest is a natural attitude or response to a situation. If the teacher therefore finds out the native tendencies, or the acquired attitudes and presents the subject-matter along these lines, she will have a beginning based on physical tendency that can be developed into a period of application in the performance of a given piece of work. Interest, therefore, is the remedy for inattention and native attitude for native changeability.

This opens up the whole question of the place of interest in education. It has its fundamental position in personality. Native interests are the truest indications of personality, and the directing of these native interests into processes of service and efficiency is a purpose of education. Consciousness, therefore, with its characteristics of personality, changeability and interest, is very closely related to the cellular theory of life, to the theory of knowledge and to the application of both of these to teaching.

There is a postscript in one of these letters bearing on the question of "consciousness and personality" that is quite interesting. It reads, "What does James mean when he says in his 'Psychology' that our conscious states are sensibly continuous, and what application can this have to teaching?"

The sensible continuity of consciousness is a remarkable fact in the psychic life of the individual. If there are any gaps we are not conscious of them and the persistence of the preceding stimulus seems to bridge over the period between it and the subsequent one. There have been a great many cases reported in the Psychological Research Society bearing on the "Sensible continuity of consciousness."

I recall one of a boy being struck on the head while at play by the pole of a large delivery wagon. He was carried unconscious into the house and came to only after an hour's work over him by the physician. As he opened his eyes he shouted the word "son" in such a loud tone that everybody was startled. His mother thought his mind was injured and on asking the good, old, fat, easy-going physician why he did it, received the answer, "Oh, they do all kinds of things when they wake up." We were more curious in discovering the cause and as we left the house the mother came to thank us for our selfish solicitude for the boy. As we were going down the stairs she called over the balustrade to the hall boy: "Jackson, please get this prescription filled at the drug store at once." We walked with Jackson to the drug store and asked him how it happened. Jackson was an overgrown colored boy and he said, "I didn't do it, sir. It wasn't my fault. We were just playing tag and he ran into one of the wagons and just when the pole hit him he shouted to me to catch him and I couldn't do it, sir." The solution was at hand. The pole struck the head of the child in the middle of the expression "Jack," cut off the conscious state and as the stimulus or the intention of calling the name in the brain as soon as the normal condition was restored, the explosion of the word "son" followed as a physical necessity. The case is rather an extreme one and goes to show that the preceding stimulus may be so intense as to carry over to a subsequent one very far removed.

We all recall when we meet some one whom we think we know and puzzle our brains for a few minutes at the time trying to discover where we met the person, that after an hour or so, or sometimes it is hours, it will suddenly flash on our minds, "Oh, yes, it is Brown. I met him at Smith's." Meantime, there has been no conscious effort on our part to recall the experience, but the effort placed at the beginning was so intense that the stimulus persisted even when the mind was engaged in other things and sought along the various lines of mental association until it found the very spot where we had met Brown at Smith's.

The same phenomena is noticed in the solving of problems. We may be thinking out a sum in arithmetic, or a problem in geometry, for two or three hours with very intense effort; then drop the matter to engage ourselves with other affairs. It may be that at meal or bed time, or when engaged at other affairs the solution will come, and like a flash, we have the answer. It is a case of the "Eureka" of the Greek philosopher who disregarded the proprieties of the bath to shout to a startled populace that he had found the solution. There was a sensible continuity in his conscious state that carried over for hours and hours.

The application of this to education may be found in the varied subjects of the curriculum, may be found in the varied subjects within a day's work in the school. It makes it possible for us to have history or any other subject every other day, and at the beginning of the subsequent lesson to call back into consciousness and make focal knowledge and experiences that for the present have become sub-conscious. By thus doing we have an apperception basis for the new knowledge, and our conscious state of historical unity or mathematical order or logical sequence of topic may be insured. It is a basis for the correlation of studies, for apperception on the presentation of new knowledge and a suggestion for the making and carrying out of an orderly curriculum.

The psychology of consciousness, therefore, is full of educational values, values that regard the individuality of the child, the problems of inattention, the great motor power of interest and the sensible continuity of true education, which after all, is an organic growth, a process that is essentially unified despite all the artificial methods and material of many a well intentioned pedagogue.

MANUAL TRAINING UP TO DATE.

BERTHA JOHNSTON.

STREPSIADES.—Never mind; teach him. He is clever by nature. Indeed from his earliest years, when he was a little fellow only so big, he was wont to form houses and carve ships within-doors, and make little wagons of leather and make frogs out of pomegranate-rinds, you can't think how cleverly.—Aristophanes, 421 B. C.

Practically, in nearly all countries, and throughout all time up to the present era, the curriculi of the schools have been limited in subject-matter to book learning. The only training the hand has received in the school has been that required by the use of pen or brush in making letters incident to the formation of words.

The training of the hand and eye, as a preparation for life has been given in the family, in primitive society. In the middle ages of European history it was acquired through apprenticeship.

As education became more formal, the educationists, from Plato down, realized that book knowledge did not make the all-round man.

Luther and Zwingli urged the value of hand as well as head work.

Locke advocated the teaching of gardening, carpentry and other work, while Rousseau also would give exercise in carpentry and similar trades calling for the use of the hand.

Francke (16th century) taught at Halle woodwork, cardboard, glass-cutting, etc. Basedow, Salzmann, Campe also, were advocates of hand training, as were Fichte, Pestalozzi, Herbert, Froebel.

Among names possibly less familiar are those of Planta, (1727-72), and Kinderman, (1760-1801). The latter, a Bohemian, was the first to bring the subject of handwork in the elementary schools into public discussion. He seems in one respect to have anticipated Rousseau. "I set myself," he says, "the task of studying the nature of the child." The outcome of this study was 200 manual training departments organized (1781), in connection with the primary schools of Bohemia. Spinning, knitting, wood-working were here taught. A school established by him in 1773 became in 1784 the State Normal College, whence graduates naturally went forth inspired with the manual training idea.

In 1794 Dr. I. G. Kruntz wrote an article on "Country Schools Viewed as Instructive, and Manual or Industrial Schools," and J. H. G. Hensinger (1766-1837), considered the question "How to Make Use of the Child's Impulse to be Occupied," in general ways that will be of use to him in any vocation as well as in his future apprenticeship to a trade. In his school, work was done in paste-board, bone, wax, metal, wood, etc.

The question was further agitated in 1854 owing to a prize question propounded in 1856 by the Swiss educator. "How to free instruction in elementary schools from abstract methods and conduce to true mental development?" Dr. C. Michelson and Karl Friedrich replied in illuminating papers.

In France the idea of having manual training in the elementary school is traced by Hippeau to a resolution to that effect offered in the convention of 1793 by Robespierre. Michael C. Peletier is supposed to have drawn up the resolution. But it came to nothing in that unsettled period. As before stated, Rousseau, in his education of Emile regards work with the hands as essential to his complete development. Horace Mann in our own country early advocated manual training.

Altho these great pedagogic thinkers thus saw the close inter-relation between the training of hand, eye, mind and character, the people of both Europe and America were slow to perceive this close connection and the need of such training until faced with the problem of the survival of the fittest in the world of industrial competition.

The first World's Fair inaugurated through the far-sighted wisdom of the Prince Consort in 1851, presented the first of a succession of invaluable object lessons. Here England herself recognized some of her deficiencies.

THE MOVEMENT IN AMERICA.

In 1867, the Exposition at Paris, awakened both Germany and America to a sense of the short-comings of their artisans as compared with the French, in point of taste, skill and artistic feeling. Inquiries as to the cause of European superiority were set on foot, and next we learn that manufacturers of Massachusetts had petitioned their Legislature, 1869, asking that industrial drawing be put into the public schools of all towns of more than 5,000, as every branch of manufacturing requires some knowledge of drawing and the art of design on the part of skilled workers. They were obliged, they stated, to compete with foreign rivals under great disadvantages.

(See B. B. Hoffman's "Sloyd System of Woodwork" for fine historical survey of movement.)

The ensuing year, 1870, the law to that effect was passed and in addition evening schools in teaching such drawing to adults were established in towns of 10,000. Prof. Walter Smith, of London, long connected with the Kensington School of Art, was called over to be art director and head of the first normal art school in the country. Hon. J. D. Philbrick and Hon. C. C. Perkins were leaders in this movement. The purpose of these pioneers in this great effort was not that drawing should be taught from a vocational standpoint, but as useful in industrial life generally.

Under the inspirational leadership of Walter Smith the children of Massachusetts accomplished much that was admirable and suggestive in their industrial drawing. According to Mr. Isaac Edwards Clark in his monograph on "Art and Industrial Education" it was the work of these children exhibited at the Philadelphia Centennial which showed acute-minded observers what could be done educationally, and how, by means of the then new study. The discussions upon the subject (1870-6) had prepared the teachers to observe and study and judge with discrimination. Hence they were alive and ready to adopt and modify and adapt the fruitful ideas suggested by the Russian exhibit—the Russian exhibit of handiwork to which is generally traced the beginning of the manual training movement in the United States. "Here could be seen the results secured by giving to artisans definite instruction in a systematic course."

This Russian exhibit seems to have set in motion forces which had been slowly gathering strength while apparently lying dormant.

IN SECONDARY SCHOOLS.

Shopwork, solely for the purpose of instruction had been a feature of the Polytechnic School of Washington University, St. Louis, since 1872. In 1877 new shops were organized by President Runkle of the Massachusetts Institute of Technology and Dr. Calvin M. Woodward, but in 1876 was established the St. Louis Manual Training School of the grade of the High School and the first school of secondary grade in which the "whole boy" was to be educated. Its ideal was **general,** not **special** education. Dr. Woodward's success inspired other cities and soon Chicago followed with its Jewish Manual Training School ably superintended for 12 years by Gabriel Bamberger and the Chicago Manual Training School (now affiliated with the University of Chicago) founded and sustained by the Commercial Club in 1884. In the same year Baltimore established a school as part of its public school system. Then came Toledo with provision for girls as well as boys. Next Philadelphia and Cincinnati. Drexel Institute, Girard College, Pratt Institute and the Armour Institute have flourishing Manual Training Departments, in their several cities.

Even earlier than these manual training schools, however, we find Col. Armstrong at Hampton proving to be feasible what had before been thought impossible,because attempted unsuccessfully; i. e., the training of both hand and mind in school. Col. Armstrong, born in Hawaii, remembered what had been accomplished in the school for the native Hawaiians at Hilo and also what he had been able to do with the negroes during and after the war. In 1868, at Hampton Institute, he successfully correlated hand and head work. From Hampton Institute went forth Booker T. Washington to carry similar methods into his great school at Tuskegee where his remarkable success has proved that education and work may go along together, or rather that work may be made an instrument of education. He says:

"Mere hand-training without thorough moral, religious and mental education counts for very little. . . . At the training school we find constantly that we can make our industrial work assist in academic training and vice versa."

Meanwhile along with what might be called the manual training movement proper have been flowing other currents which in time will doubtless be lost, or rather saved, in one general stream.

From the beginning handwork was an integral part of the kindergarten system and the seeds sown in the child-garden have gradually grown up into the grades where they blossom and bear fruit of various kinds.

The Ethical Culture School of New York was the first to introduce manual training into the elementary school. Felix Adler called Gabriel Bamberger from Germany to be head of the school, and the manual training courses were built directly upon the foundations laid in the kindergarten. The good work done here led to the call of Dr. Bamberger to Chicago by the con-

gregation of Rabbi Hirsch, to found the Jewish Manual Training School there.

SLOYD.

Meanwhile the impulse of a similar movement was being felt in the various Scandanavian countries where it developed along the line of sloyd. By some Uno Cygnaeus is considered its originator in Finland. It was taught in Sweden in the primary schools at first as the foundation of various trades but in 1882 assumed the more strictly educational character. Otto Salomon, in his flourishing Normal School, has been one of the foremost organizers of the system.

Courtesy Home Gardening Association, Cleveland, Ohio
SCHOOL GARDENS—Studying the Plans—How Drawing and Nature Work Correlate with Hand Work

Courtesy The Southern Workman
BOYS IN SHOP--HAMPTON INSTITUTE

A Mrs. Hemingway, of Boston, having seen in Helsingford, Finland, sloyd as conducted by Vera Hjelt, who had modified it so that it was brought within the compass of children just past the kindergarten age,

CLASS IN PLAIN SEWING

Courtesy Tuskegee Institute

A CORNER OF THE MACHINE SHOP

induced one of the students, Miss Meri Toppelius, to come to America and introduce the system in Boston which she did in a private school, in 1890. The following year she went to Chicago at the instance of the Chicago Women's Club; that vitalizing organization which is always at the front of any progressive movement.

Mrs. Shaw, who did so much to introduce the kindergarten into Boston, established three normal institutions for teaching sloyd in the three different systems of Finland, Sweden and Russia.

In 1889 Col. Parker sent Mr. Kenyon to Naas to study the system and then gave it place in the Cook County Normal School.

Altho it was Russia that thus first awakened in America a sense of the educational possibilities in handwork, the Russian system as exhibited at Philadelphia was soon modified to suit American ideals of education. As Gustav Larson states so well in the Kindergarten Magazine, Vol. VI, the essential characteristics of the Russian system we quote:

> "A radical difference between the Russian and the Swedish system is, that the Russian methods are based upon the idea of teaching the use of certain tools by making incomplete articles, with the belief that out of such teaching will come educational results, even without much attention to the special needs and capacity of the growing child, either by the choice or the sequence of tools or exercises.
> The Swedish system on the other hand, is based upon the Frobelian idea of the harmonious development of all powers of the child, tools and exercises being chosen with reference to this end, and all merely mechanical methods being carefully avoided. The sloyd teacher does not say: "Now, I will teach this boy to saw, and he shall continue to saw until he can saw well, regardless of monotony or the too-prolonged use of the same muscles."

Other differences in which sloyd was superior to the Russian method were the greater prominence given to form study; the small models could be finished in a reasonably short time, thus maintaining interest and training to a sense of completeness and especially as said above, it insists upon the use of the completed model in place of mere exercise with tools.

In our review department for this month will be found a digest of a valuable article in a recent number of the Manual Training Magazine which shows some respects in which later teachers find that even sloyd falls short of being a perfect or complete method of training. This is perhaps as good a place as any, however, in which to state that Prof. Otto Salomon, founder of the famous Normal School of Sloyd at Naas, Sweden, maintains that it is the principles underlying his system which are important. Sloyd itself can be taught without the use of a single Swedish model.

INDUSTRIAL TRAINING.

Meanwhile under what is known as Industrial Training, hand and eye were to some extent educated, altho what might be called the purely educational purpose was subservient. The ruling idea was training children to habits of industry, perhaps with little comprehension of the great pedagogical principles involved.

In the Centennial Year, Emily Huntington founded in New York City the first Industrial School. Her inspiration came from a visit to the kindergarten of Misss Haines' Private School. Told that, "You need a kindergarten in the slums," she thought, "no—a kitchen-garden is what we want." "An old-fashioned vegetable garden where the homely, necessary, substantial things of life grew." The name seemed to her suitable to a system that taught how to make homely duties beautiful.

And so she borrowed from the kindergarten the idea of teaching by means of toys and songs and manginated her system of teaching sweeping, table-setting, laundering, etc., with toy brooms, dishes and tubs, enlivening the lessons with appropriate songs, marches and other exercises. Other cities, both at home and abroad, soon learned of her and instituted similar work.

The schools of the Children's Aid Society, N. Y., and other institutions also have long trained industrially, although the educative idea grows more and more prominent.

THE MODERN TREND.

There are hereand there those who still regard manual training in the light of a "fad"—an unnecessary and destructive parasite upon the body educational, whose vital organs consist of reading, writing and arithmetic.

We would call the attention of such sceptics to two important, thought provoking, action-stimulating reports of commissions composed of men who are not mere theorists.

The first is the report of the Commission on Industrial and Technical Training to the Senate of Massachusetts. It corresponds in spirit to the petition sent to the Massachusetts Legislature in 1869 to have drawing introduced into the public school system. We quote one paragraph:

To the average American who has been accustomed to believe that progress is only to be found in his own country, and to speak of the nations of the old world as effete, the study of the systems of industrial education in continental Europe is bewildering. The scope of this education is so broad, its forms are so multifarious, its methods are so scientific its hold upon public opinion is so complete, the impulse which it is giving to industrial leadership is so powerful, as to entitle it to the most thoughtful and respectful study.

The entire report is both interesting and worthy of study by educators and school boards. It goes into detail as to manufacturing conditions as well as those of trade from fundamental grounds and touches also upon the problem of child-labor and its relation to the welfare of the state. It is doubtless the fore-runner of great changes in the curricula.

The other report is that of the Royal Prussian Industrial Commission sent to this country in 1904 to study our methods of teaching manual training. This report is published by the Bureau of Education, Washington, and is illuminating to Americans as well as to Germans. It is translated by our good kindergarten friend, Dr. Hailmann. The different commissioners have been most discriminating in their observations. They give criticisms favorable and unfavorable to our educational efforts.

We quote one brief paragraph from Prof. Dunker, Industrial Councillor of Berlin, who says relative to the manual training he observed in our schools:

"The manipulation of machines demand keen observation and quick and definite decision. The control of the natural force harnessed in the machine, the management of the tools and of the material gives to the young man an assured feeling of mastership over the surrounding world of things, as well as confidence in himself and in the future. This feeling leaves no room for the world estrangement of the paper-fed natures, which at the same time keep timidity aloof from the world of things and haughtily look down on manual labor."

Again, Dr. Bock, another commissioner, remarks "that the attention given to handwork will have an influence that cannot be estimated upon the future development of industries and trade in the United States."

We will note in passing that these foreign visitors were greatly interested by our success in combining handwork with headwork; in seeing a group of children enthusiastically handling lathe and saw one hour, and equally interested in Cicero the next.

In line with these, or possibly preceding them, is that important volume of the Englishman, Fabian Ware: "Educational Foundations of Trade and Industry." This is a fine, discriminating study of the educational systems of England, France, Germany and the United States, to show the relation between these respective systems and their success in commerce and industry.

Last year men prominent in business affairs, international and domestic, met in New York to discuss the need of industrial training in the schools. This is one more straw indicating the direction of a wind that should blow good to thousands of children, citizens-to-be.

There is little doubt that there will be continually more and more pressure brought by the manufacturer to have the children taught and trained in these subjects, which will make of them efficient artesans, just as the merchant wants them turned into efficient stenographers and salesmen and bookkeepers.

But the teacher and the disinterested patriot must look further if the eventual welfare of the country and its people are to be made certain. Here, as Mr. Ware points out, is where Germany stands as an example. We must not let technical overshadow cultural training. Especially in secondary education must we beware of premature specialization. The manual training given must be not vocational but such as will be serviceable to the boy or girl in any walk of life.

"For it is through secondary education that a bread-winning occupation but also to fulfill his wider duties as a citizen.

. . . . There is a period in the course of general development which is occupied with the general adaption—intellectual, moral and physical—to all that compose the modern environment." . .

"A man has to spend his life in certain intellectual and moral surroundings. From these surroundings he must, to a very large extent, derive his mental and moral sustenance, and at the same time he must be able to conquer all influences in them which are detrimental to his physical and moral well-being."

Mr. Ware also quotes a director of a German technical school as saying: "Technical education designed exclusively to meet the demands of a special occupation would isolate the technicist from civic life by which he is surrounded, and would alienate him from the ideal interests of society."

The German ideal then seems to be to reserve specialization until the child has completed the secondary school.

Germany realizes that the value of the child to society increases with the increase in the number of his school years. In Saxony, therefore, as Mr. Ware states, there are continuation schools at which attend-

ance is compulsory after the secondary school has been completed for those who otherwise might consider their school days finished.

American educators have as a body held the cultural view of education as the ideal for the democracy. In their conventions they have usually anticipated in their addresses and papers the great movements which ultimately result in a modification of courses to suit present needs. Referring to the invaluable anniversary report of last year we find that in 1857 the National Education Association was organized. In 1863 J. L. Pickard gave a paper before it on the "Union of Labor and Thought." In 1866 J. M. Gregory presented one upon the subject of "Industrial Education," and in 1869 J. D. Philbrick spoke upon "The School and the Workshop." In 1875 Mr. Philbrick raised the question, "Can the Elements of Industrial Education Be Introduced Into Our Common Schools," and from that time on the subject of industrial or of manual training seems to have had a place upon the program nearly every year.

WHAT THE LEADERS SAY.

Lest, however, after our repeated references to the pleas of the merchant and the manufacturer we would seem to have urged the utilitarian as against the all-round character-building and joy-bringing qualities inherent in the right kind of manual training we cite a few words from a few well-known educationists, writers and thinkers to show the inspirational side of manual training.

Emerson says: "We must have a basis for our higher accomplishments, our delicate entertainments of poetry and philosophy, in the work of our hands. We must have an antagonism in the tough world for all the variety of our spiritual faculties, or they will not be born.

Edward Howard Griggs believes that:

"Manual training has already proved itself a priceless instrument of moral culture. Its great value is not that it may help prepare for certain tasks in adult life, but that through creative self-expression the child comes into contact with the universe of law and his simple deed becomes a doorway to the whole. . . . . Nothing else clarifies the spirit so effectively as to do something effectively."

And long ago Horace Mann saw that: "Manual labor requires, every day, more and more culture and insight of mind; science is daily entering into more intimate fellowship with technical and industrial works."

Felix Adler in an address delivered before the National Conference of Charities many years ago when the manual training idea was as yet in its infancy, gave reasons for its introduction into the common schools which later experience has more than justified. He emphasized the importance of manual training as a means of cultivating the will power; the capacity for long, continued effort in the prosecution of a purpose. "The virtues," he says, "depend in no small degree on the power of serial and complex thinking" . . . To strengthen the will, therefore, it is necessary to give the person of weak will the power to think connectedly, and especially to reach an end by long and complete means. The usual book studies do not accomplish this because they do not interest sufficiently all children to hold their attention and because "a person may have high intellectual attainments and yet be morally deficient." . . . By manual training we cultivate the intellect in close connection with action. Manual training consists of a series of actions which are controlled by the mind, and which react on it." In analyzing the making of an object Dr. Adler recognizes first, that the interest and attention are aroused: the attention of the child is fixed upon the making of a concrete object: the variety of occupations involved in the making constantly 'refreshes this interest'; 'the pupil learns in an elementary way the lesson of subordinating minor ends to a major end." And finally, there is the joy of achievement to crown his work. Dr. Adler, while thus showing the value of such training for children in reformatories who need to have their wills strengthened in the right direction values it also because it cultivates the property sense of the child: his thought, patience, sense and skill have gone into what he has made. . . . For children who are not delinquent it is likewise of value: the man who may in future be a dentist or surgeon or scientist it gives deftness of hand. But to those who later will devote themselves to intellectual tasks he finds it also necessary as a means of preserving that spiritualized strength which we call skill, the tool-using faculty, the power of impressing on matter the stamp of mind."

And the more machinery takes the place of human labor, the more necessary will it be to resort to manual training as a means of keeping up skill, precisely as we have resorted to athletics as a means of keeping up strength.

But the final claim of manual training to

a place in the public school Dr. Adler bases upon the common bond which it will help to establish between different classes of society.

J. P. Gordy believes that the process by which the little child gains so much in the first few years of his life, viz.: through the activity of his hands in the "practical manipulation of things" should be continued until perhaps they culminate in the laboratory of the high school and the college.

Again, he says:

"The man who has been trained by exclusively bookish methods is cut off from a large and significant part of the life of his fellows. He is like a man without an ear for music trying to listen to one of Beethoven's symphonies. As such a man hears only noise, as he perceives no harmony or melody, so the book learned man stands outside the industrial life of the world."

Again, "To appreciate the significance of work, to realize what it represents in the life of the race, is to rob it of its legendary curse."

The value of manual training courses lies also in the fact that "they adapt the school to those whose dominant interest it is to **do** as well as to those whose dominant interest it is to **know**." This should in time make compulsory education laws unnecessary.

This thought brings to mind a fine article by J. P. Haney in Education for June on "Manual Training as a Preventive of Truancy."

"Every workshop," he says, "is a loadstone that acts with irresistible attraction upon the boy." He illustrates this statement by a story of an Italian boy, a **scholaphope,** as he terms him, an habitual truant who turned **to** instead of **away** from the school when a special class was established which called for work with tools.

"The truant," he says, "is a bi-product of our inefficient school system. . . . He is a boy forced out of school by those not wise enough to understand the expression of his instincts, or clever enough to plan his work, so that his passion to bury himself in many occupations may serve to retain him contented to labor in his own behalf."

The reform schools have already recognized the value of this handwork. "Why is it necessary to wait until a boy has become a delinquent before we turn to tool work to effect a cure?"

Professor James asserts that one brought up exclusively by books carries through life a certain remoteness from reality; he stands, as it were, out of the pale, and feels that he stands so; and often suffers a kind of melancholy from which he might have been rescued by a more real education."

In her inspirational volume, "Early Childhood," Margaret McMillan says:

All true education is primarily physiological It is concerned, not with books, but with nervous tissue. . . . . It was through work, and not by books, that our race received the vital part of its education.

And again:

But the child, in order to receive impressions adopts an ingenious method. He creates a small world around him, imitating what he sees, but reproducing everything on a scale that suits himself. He makes toys.

At least he ought to make toys. He wants to make them; but of course he may be thwarted. If his parents are well-to-do they buy toys for him. And what foolish toys. They were made probably in Germany—not by children who want to play but by grown-up people who want to sell. Surely, if anyone, even a child, has a life of his own, he ought to embody that life in his work and begin to do this as early as possible.

Supt. Ballitt, in his address before the Massachusetts Teachers' Association, Worcester, on "Manual Training: Its Educational Value," spoke with the conviction and the logic that convinces.

He spoke with earnestness specially upon the psychology that underlies the relation between motor training and the "ethical will."

"If all thought is motor, then the motor ideas which control directly the volitional muscles must have an important function to perform. In a peculiar sense they are the raw material, out of which the ethical will is formed."

Again: "Inhibition in the nervous system lies at the root of self-control in morals. The man who cannot effectively control his inhibiting muscles cannot effectively concontrol his passion and desires. Flabby muscles and weak wills if they are not related to each other as cause and effect are at all events concomitant effects of a common cause—lack of motor efficiency in the brain."

Dr. Ballitt shows in his paper how manual training makes for a more efficient grasp on the problems that will face our nation in the near future—a natural result of our increasing importance as a world-power. As the nations of Europe are rapidly learning, so must we, that our future success as a people depends less upon our army and navy and more upon the kind of training we give our children in the schools.

We will give them the manual training which will make them all round citizens of our great republic, but to do this efficiently we must permeate our training with the spirit of Walt Whitman, who opens his

great poem, "The Song of the Exposition," with the inspired lines:

"Ah, little reeks the laborer,
How near his work is holding him to God,
The loving Laborer, through space and time."

NOTE—Dates and figures will illustrate the rapid growth of the manual training idea in this country.

In 1890 there were 37 school systems which included such training in their course of instruction. New York City has some form of such training in all of its schools. The same is true of many other cities. Chicago affords such opportunity in many of its schools.

See report of the Commissioner of Education, of 1905 for the opinions of the Wesley Commission in Manual Training in this country.

THE CONTINUATION SCHOOLS OF GERMANY.

PROF. F. MUENCH, Ph. D.

The old saying that "History repeats itself" is now being strikingly verified in the almost mushroom-like springing up in Germany of special educational institutions, which strongly reminds us of the "Trade Schools" or "Guild Schools" of the Middle Ages, although as a matter of course the modern institutions differ from the latter by their adaptation to the particular wants of our present time.

The greatest feature of resemblance between the two kinds of schools lies in the active and zealous interest of corporations (not of communities and state administrations), in the advancement of young men and women for the better and more efficient understanding and execution of special technical professions. This interest of corporate bodies in the matter of education, which in mediaeval times contributed so potently to the growth and prosperity of the Flemish, of the Rhenish and of the Hanse-towns, constitutes a most felicitous proof of the increase of the democratic spirit of modern times, wresting, as it does, the monopoly of educational management from the hands of patriarchal municipalities and interested governments, and enrolling itself as an important factor and agent in the execution of a special kind of a new educational work, that modern requirements have made imperative and absolutely necessary.

Individual manufacturers, companies and corporations have of late become alive to the fact that the ever more specializing character of modern craft and workmanship will become an insurmountable bar to the creation of self-made mechanic-princes, like Borsig and Krupp, (the Carnegies and Schwabs of Germany); that furthermore the very best theoretical instruction as obtained in the technical and real-schools is inadequate to the practical wants of the clerical and executive departments of industry; and that thirdly, the cosmopolitan as well as the artistic tendency of the Age imperatively demands the creation of a force well equipped in every way in the theory as well as the practice of high up-to-date manufacturing, transportation and many other branches of the present day industrial work. Deeply imbued with the necessity of meeting this deficiency and unable to obtain a relief from outside sources, either municipal or governmental, boards of trade and similar corporations have combined in various places of Germany, actively and intelligently to take the educational work into their own hands, to establish "Continuation Schools" with teachers of their own choosing and with equipments peculiar to their individual aims and purposes. Even now the spread and growth of these new institutions of learning, which hold their sessions on weekday evenings and Sunday mornings, is a more than satisfactory proof of their fulfilling a popular demand. May we be permitted to give here a brief synopsis of the principal institutions of its kind as gleaned from the various gazettes and periodicals of German cities, which may furnish, as it is hoped, a consummate, though by no means an exhaustive, idea of the new educational movement.

THE CONTINUATION SCHOOL OF AIX-LA-CHAPELLE.

In this ancient city, the center of the manufacturing of cloth, formerly ranked as French, but now proclaimed as "Made in Germany," the Board of Cloth Manufacturers has established a school for young men, graduates from real schools, but already employed in various capacities in cloth manufacturing concerns, for the purpose of instructing them in the construction of the latest appliances of machinery for cloth, in the various stages of process of cloth-manufactory, in dyeing and coloring, in the different manipulations for the various classes of cloth, their costs and their markets, but also in the special application of chemistry and kindred sciences to that particular industry, in the history of textile fabrics, in all matters relating to the export of cloth to various countries and in correspondence in several languages pertaining to the trade. The school is provided with a factory of its own, and the latest improve-

ments in machines, chemical apparatus and experimental appliances. Each one of the teachers is either a practical machinist or an expert in this particular branch of teaching.

THE CONTINUATION SCHOOL OF CREFELD, RHENISH PRUSSIA.

This comparatively new manufacturing city of Germany, but unsurpassed in progressiveness and enterprise, is engaged in various industries, which, however, all refer to the manufacture of embroideries, linens, calicos and similar fabrics. As there are several corporations that represent these various branches of industry, we find here several Continuation Schools established, which, singly, may not equal that of Aix-la-Chapelle, but which in the aggregate surpass it. There is one among them which is exclusively devoted to the instruction of girl-graduates in the art of designing patterns for laces, curtains and kindred articles especially adapted to the pursuits of women. With this exception, the Continuation-Schools of Crefeld partake of nearly the same features as that of Aix-la-Chapelle, differing from that one only in the treatment of the special material, cotton or linen, to which one or the other establishment is devoted. In every one of the schools the very best talent is employed for imparting the necessary instruction.

THE CONTINUATION SCHOOL OF ESSEN

This city, famous the wide world over as the Pittsburg of Germany and the place of Krupp's gigantic establishment, was one among the first where a Continuation-School was founded through the liberality of the owners of the great works. This school is exclusively devoted to all the branches pertaining to iron and steel, as may well be surmised. The need of procuring a host of theoretically as well as practically well-instructed young men in all branches of engineering, gunnery, and architectural steel-manufacture, in order to keep the immense establishment up to the growing demands of the Age, easily suggested the inauguration of a Continuation-School of proportions corresponding to the size and extent of the great factory. It forms an inherent part of the vast establishment and serves as a seminary of future managers of its many and various branches. More than twenty competent instructors are here installed for each one of them.

We have heard from various Rhenish cities, as for instance Elberfeld, Barmen, Dortmund, Solingen and many more, where Continuation Schools have lately been established, but as they partake of a character similar to those mentioned above, their detailed description here may be dispensed with.

THE CONTINUATION SCHOOLS OF SAXONY AND OF THURINGIA.

It may easily be inferred that the center of German education and the cradle of nearly every great movement in educational progress has not remained a stranger to the new and latest feature of improvement as represented in the Continuation Schools. In fact it was here, where the first idea of them originated, and where it was first carried into execution. If with the exception of Leipsic and Chemnitz, this most modern institution has not attained that spontaneity of growth and development as in Western Germany, the reason must be sought, first, in the limited resources of that part of the country, secondly, in its remoteness from the world's great markets and thirdly, in the aversion of its leading educators towards the excessive introduction of mere utilitarianism into the sphere of education. We may therefore confidently expect from that region the inauguration of a wise and well-matured system of **"Fortbuildungs-Schulen"** as a continuation of culture and learning after the completion of the school-years proper, perhaps of a more free and elective character than the school-routine, but nevertheless based upon a thoroughly philosophical and psychological foundation. For only thus will the Continuation Schools assume a worthy place side by side with the other institutions of learning and humane education.

Fiftieth Anniversary Volume of N. E. A.

It is half a century since the first report was published of the National Educational Association, and it is therefore quite fitting that the report for this year should take, as it does, the form of an anniversary volume. We find here the usual reports of the proceedings and addresses of the annual convention, held last year in Louisville, but in addition are a number of special anniversary papers, which are likewise of great interest and value. The United States Commissioner of Education, Elmer Ellsworth Brown, recites the progress in "Fifty Years

of American Education." Dr. Harris suggests "How the Superintendent May Correct Defective Classwork"; Dr. Will S. Monroe tells something of the papers and addresses given at the "Recent International Congress at Liege," Belgium. The paper by Dr. Nathan C. Schaeffer, then President of the N. E. A., on "The Teacher and the Librarian" is included, and among the foreign contributions we find the following: "The Educational Awakening in England," by Michael Ernest Sadler, member of Royal Commission on Secondary Education. Cloudesey Brereton speaks of the "Teaching of Modern Languages in England," and Miss Dorothea Beale, Principal of the Cheltenham Ladies' College, recounts the progress of the "Secondary Education of Girls During the Past Sixty Years," while Camille See, Counselor of State, Paris, does the same for France. "The Modern System of Higher Education for Women in Prussia" is described by Friedrich Paulsen, Berlin. Pierre Emile Levasseur contributes an article on the "Development and Changes in Primary Teaching in France During the Third Republic," and M. Compayre tells briefly "What France Owes to America in the Matter of Education." Herman Schwartz, of Halle, speaks of "Fifty Years of Philosophy in Germany, and the "Past and Future of German Education" are the subjects of another paper by Paulsen, while from far Hungary is a paper by Bela de Tormay, who has since died, on "Agricultural Instruction in the Kingdom of Hungary."

Each of these papers has a valuable message for the progressive teacher in America.

Besides these anniversary papers there is an "Historical Chapter," which tells of the "Origin of Free Schools in the American Colonies," and of "Home and School Training in New England and in the South During the Colonial Period," the former reprinted from Brainerd and the latter a recent contribution by Wefenbecker. American Educational Associations are described by different well-known authorities, and the later forms that such associations have taken is described by others.

Another valuable feature is the list of the titles of papers and discussions from 1857 to 1906, arranged by years and departments, and a bibliography of topics, 1856-1906, classified so that any one wishing, for instance, to look up what has been discussed in the Department of Kindergartens can turn at once to page 696 and learn what were the topics of all the papers given and by what speakers since 1872.

From the many important papers included between the lugubrious black covers of this volume we will give a few extracts that are of interest from one standpoint or another. Mr. Sadler's paper on "The Educational Awakening in England" tells indeed of a many-sided awakening in which all Americans may well sympathize, although all of our problems may not be exactly of the same nature. There, as here, "the old habit of speaking of education as if it were simply a matter of school-teaching is losing its hold . . . Influenced largely by Locke and by Dr. Arnold, England learned to see that education included physical and moral development as well as intellectual." . . . "But it is now dimly being perceived," he says, "that this requirement of right physical, intellectual and moral conditions in training really involves the provision of a suitable social environment for young people from their earliest years. And thus there is breaking in upon our thought the view that all education worthy of the name is but one aspect of the social question. The shrewder sort of English thinkers on education have always seen this. Robert Owen saw it; Carlyle saw it; Ruskin saw it; and the teaching of these three men is part of the intellectual and moral influence which lies behind the rise of the new Labor party. We, in England, however, are not agreed about our social ideal. The result is that there is opening up a new field of educational controversy which really turns upon an ideal of social environment. Happily there is a large field of agreement in which comon action will be possible."

The papers recounting progress in England, France anl Germany in regard to higher education for women should be carefully read and discussed by American teachers. Many of the problems confronting our trans-Atlantic neighbors are similar to our own. Others are necessarily fundamentally different. It is interesting to see that the leading nations are all realizing that woman's education should prepare her by due training in hygiene, household economics, and the natural sciences for the profession of wife, mother, and head of a household. The French and English papers give more in detail the step by step progress in woman's secondary education during recent years. Herr Paulsen, on the other hand, tells

of proposed plans which are now being considered for giving girls advantages corresponding with those of boys, with due regard for the differences of sex and the difference in careers dependent upon this. The writer would discourage the entrance of woman into professions tending to make them competitors with men, except when they show exceptional gifts. The paper is at the same time characterized by a clear-sighted, broad-minded vision that is willing to accord equal opportunity where really desired. He does not agree with many of his countrymen and alas, of a few of our own, "that it is beneath the dignity of a man, as such, to submit as a teacher to the direction of a woman." All of these countries are evidently watching our own educational experiments, ready to adopt such as may appeal to their good judgment, but also weighing them in the balance lest they be found wanting.

Mrs. Frances Cooke Holden, president of the Kindergarten Department of the N. E. A., is known to the readers of the Kindergarten-Primary Magazine through several valuable articles which have appeared in its pages. One of these replies to the question, "Does kindergarten training prepare the child for the primary school? The Teacher's point of view," (March, 1905). Two others, in Vol. XVI, give practical suggestions on the "Ethical Training of Children." Those who have not met Mrs. Holden personally will be interested in becoming somewhat acquainted with her through these articles. She is one of the most forceful representative kindergarten leaders of the west.

The Teachers' College of Indianapolis, formerly known as the Indianapolis Kindergarten and Primary Normal Training School, celebrated its silver anniversary October 9, 1907. In 1882 there were eight students in the Normal Class. Since then 952 women have been graduated from this school so long associated with the name of its devoted principal, Mrs. Eliza A. Blaker. A total of 53,171 mothers have been members of clubs and meetings held under the auspices of the school.

Miss Ruth W. Norton takes charge of the kindergarten in the Milwaukee State Normal School the current year. Miss Norton is a graduate of the Albany Normal School, who has had five years of experience as a training teacher in the normal school at Plattsburg, N. Y. She has spent the past year in advanced study at Teacher's College.

Mrs. Evangeline W. Chapman, who has had charge of the kindergarten in the Milwaukee State Normal School the latter part of last year, takes charge of the kindergarten department in the Whitewater, Wis., State Normal School. Mrs. Chapman is a graduate of the Milwaukee State Normal School, who has had several years of very successful experience in Milwaukee and elsewhere.

The "Bachelor's Guide to Matrimony," by Reginald Wright Kaufman, a handsome little volume of clever little aphersions, most of which are of the cynical order; there are a few which breathe a more hopeful spirit. Of these we read: "Two cannot live on what one can; but the living is better worth while." Henry Altemus Co., Philadelphia.

Important Book Notes.

The Sixth Year-book of the National Society for Scientific Study of Education, is out and proves to b special interest to kindergarteners, though it is not dressed especially to them, but to all teachers. It tr of the "Kindergarten and its Relation to Elementary ucation," the papers being written respectively by Van Stone Harris, Supervisor of Kindergarten and mary Education, Rochester; Edwin A. Kirkpatrick, S Normal School, Fitchburg, Mass.; Mme. Kraus-Bo Principal Kraus Seminary, N. Y. Patty S. Hill, Teac College, N.Y.; Harriette Mellissa Mills, Head Departn of Kindergarten Education, New York Froebel Nor Nina C. Vanderwalker, Director Kindergarten Trai Department, State Normal School, Milwaukee.

The volume is edited by Manfred J. Holmes, S Normal University, Normal, Ill. The valuable papers be reviewed in a later number of the Kindergarten mary Magazine.

"All About Little Johnnie Jones," by Caro Verhoeff, with introduction by Patty Smith H This is a more or less disconnected series of sh stories centering around an ordinary little b good as can be today, forgetting to obey tomorr a life history in which many other little lives reflected in the old, old process of helping the ch to adapt himself to the standards of society. " ideal has been to deal with the ordinary events the daily life in a manner which will reveal th normal values to the child." The incidents are such as would naturally interest a child of four five or even older and they are told in a man sure to hold the attention. They recount the ple ures, trials and temptations likely to enter lives small boys and girls and will therefore help th to understand better themselves and their envir ment. One little tale illustrates in Johnny's the old-time story of the man who cried "w wolf," once too often. Another describes the sm boy's birthday party. The fire at Johnny's ho will thrill the small hearers and they will lau at the story that tells of Johnny crying for cookie after he had eaten it. It is a book that v be helpful to mothers, kindergartners, and the ch dren in a very happy way. Milton Bradley (Springfield, Mass.

"Poor Richard, Jr.'s Almanac," reprinted fr the Saturday Evening Post of Philadelphia. delightful little volume full of wise saws and m ern instances. We give a few examples: "A w merchant takes stock of himself as well as of goods"; "Ability never amounts to much until acquires two more letters—stability"; "It is a g breakfast food that will cause early rising"; man who trims himself to suit everybody will s whittle himself away"; "The proof of the home in the nursery." There are 365 of such clever horisms. Published by Henry Altemus Co., Phi delphia.

Silver, Burdett & Co. have just published a t book series of English Text Books, entitled "Gu Books to English Literature," written by Charles Gilbert, and Ada Van Stone Harris. They are mirably designed to carry out the purpose of authors, which is "language expression." Literat is used as a basis for teaching language, gramm and literature, inductively. The lessons are so ranged that correlation with other subjects of curriculum is made simple. Cloth (Book One first five years, 234 pp.; price, 45c. Book Two rest of course, 385 pp.; price, 60c.)

A lovely book to put into the hands of child who are just entering school is the "Burt-Markh Primer," by Mary E. Burt and Edwin Markha The matter is very suggestive and interesting, a the illustrations delightful. The book also has unmistakable ethical value. Cloth, 119 pp., pr 30 cents. (Ginn & Co., New York.)

MAGAZINE NOTES.

In the Manual Training Magazine for July, Allison A. Farley of the Oshkosh Normal School has an illuminating article with "Swedish Sloyd" as its text. He defines Salamon's system of sloyd as a "series of graduated psycho-physical exercises, eighty-eight in all, to be expressed in wood by tools adapted to the exercises. The gradation is arranged with a view to a gradual increase of hand-eye-touch co-ordination involved in the exercises and does not depend primarily upon the complexity of tools or models. The series was selected with reference to its power to realize certain educational aims which Mr. Salamon had conceived for manual training."

Mr. Farley gives a list of the first fifteen models and briefly but very clearly explains the close grading secured by the relation of one model to another and also such educational advantages as the system was planned to secure. In the light of later psychology, however, he then proceeds to show in what respects Swedish sloyd as such is lacking.

Mr. Farley's argument centers around the doctrine of the importance of interest in the educational process. There is great waste in sloyd, he maintains, because "any scheme or system which is not so founded, which does not utilize the native interests of the children with fullness and adequacy, must be condemned as wasteful, inefficient, and positively destructive. . . . Desire is the sustaining force of effort and it determines exactly qualitively and quantatively the degree of power put forth in every effort. The force of the blow, the keenness of the seeing, the discrimination of the touch—in short, the power and efficacy of all activity, whether of sensory-motor adjustment by which skill of hand is attained, or whether of the fine discrimination and association by which imagery becomes bright and firm, and flexible habits of thought are developed, or whether of purely physical achievement, or of the moral forces, such as patience, perseverance, etc., are determined to a minute degree by the strength of the impelling force of desire acting upon the will. Hence waste of energy seems the logical and inevitable conclusion of a situation where the individual, child, or man, is required to perform a task the object of which does not sustain a close and definite relation to some of his own needs. "If the task be physical in nature the innervation of the muscles will be weak and their expenditure of effort small and the co-ordinations will be loose and slovenly. . . . This condition of arrested mental development created by the long repression of impulse and the discouragement of the initiative appears almost irremediable when once established.

The writer finds the Swedish system limited in several particulars. Its usefulness is narrowed in that all the exercises are reduced to wood; the articles made being "small and unimportant articles of household furnishing, assumed an abstract character but a step removed from the purely preparatory exercises which they were intended to supersede," and the grading and imitative method, etc., are such that "the opportunities for acquiring much positive knowledge of either a social or scientific character are extremely limited." Mr. Farley also notes that the interests of children from eleven to fifteen (the sloyd age) are not in simple activity for its own sake, but in that activity and in those objects "which appear necessary as means to accomplish desired ends."

He recognizes the need of models and of drills, however, when the child wishes to accomplish something for which he has not yet attained the requisite skill." It is in this filling-in process of building up the gap between present abilities and the realization of desires that models and drills of like nature have their legitimate function. For the finished model he finds yet another use in the standard of taste and of workmanship which it offers.

Those interested in the subject will be pleased to learn that henceforward the Manual Training Magazine will be published bi-monthly instead of only four times a year as heretofore.

The "Popular Science Monthly" contains an article of value to people in all walks of life perhaps with special appeal to teachers and students. "The Ethical Aspects of Mental Economy," by Prof Fred E. Bolton, State University, Iowa. He opens with the statement, "To be economical of one's powers makes for efficiency; to be prodigal makes for inefficiency. To be efficient in life is the highest ethics. To be inefficient because of prodigality is to be unmoral." He speaks of the need of making automatic as soon as possible, especially when young, those usual activities thus leaving the mind free for other things. He dwells also upon the need of sleep to the student. And the student must learn, too, how much time and strength may be justly and wisely given to the social side of school and college life and how much to the study end. Prof. Bolton applies his arguments to the business life as well as to student days and the paper should be most helpful to very many of our over-strenuous citizens.

John Patterson tells of the "Child and Child Education Among the Ancient Greeks" in the same magazine.

"Die Deutsche Monatschrift" has an article in which a father discusses whether or not the average father gives to his children the time and thought and companionship that he should, both for their good and his own. He contends that the father loses much of the joy of life in thus missing the opportunities for education, and friendship and future influence that come by thus living with the child. In order that the boy of today may grow into the good, wise father of tomorrow he thinks there should be more of natural science and technical teaching in the schools so that the boy may later be able to point out to his children with intelligence and discernment the wonders of the world about him.

The "Review of Reviews" for September, in an article by Marion Malius, discusses the question, "Are Secret Societies a Danger to Our High Schools?" This is a question of grave importance and principals and teachers may well post themselves upon the subject in order to intelligently combat the argument of prejudiced parents. The main arguments against the secret society in the high school are the following: They are undemocratic and breed selfishness and snobbery in those that are in, and toadyism in those that want to get in. In choosing new recruits it seems that ability to dress well and to spend money freely are strong qualifications for admission. "They tend to kill a healthful class spirit. Instead of pride in the class of 1907 or 1908, the class is separated into factions, each jealous of its own prerogatives and standing. The fraternity or sorority grows independent of the control of teacher and principal. The members become impudent and unbearably sophisticated in their attitude toward the faculty. They do not tend to elevate scholarship. Many schools forbid the secret society utterly. Others meet the problem by having a member of the faculty present as advisor. In several cities the strong measures taken by school principals or school boards to meet the evil has resulted in lawsuits brought by parents, the school representatives being sustained in each case.

The "Circle" for September has an article by Dr. David Blaustein describing "The First Self-Governing Jewish Community since the Fall of Jerusalem," being a brief description of the Hebrew Colony at Woodbridge, N. J. Here agriculture, manufactures, etc., are carried on efficiently by Jewish immigrants who began the experiment in 1891.

All the women teachers in America and the masculine portion of the teaching community as well, should read about "Woman Suffrage Throughout the World," by Ida Hustod Harper, in the "North American." It shows that the "world do move," especially that part outside of the United States. The movement for woman suffrage is gaining all the time in both Europe and Asia. In Japan, India, Persia, even, as well as in Russia, woman is being recognized as an important factor in the body politic and one whose voice must be heard.

The "Outlook' for September 7 contains a paper by G. F. Blakeslee describing the successful working of "Woman Suffrage in Finland." Also a charming article by Annie Russell Marble on Elizabeth Whittier (sister of the poet), and the "Amesbury Home," of which she was the sunshine.

Teachers of American history will read with interest the present installment in "Scribners" of the "Call of the West," by Sidney Lee. This number concerns itself with the "American Indian in Elizabethan England."

"Harper's" for September contributes to science an article by Edwin G. Conklin, Ph. D., on "Photomicroscopy by Ultraviolet Light."

Let parents and teachers read in the "American Magazine" Eugene Wood on "The New Baby"; also the "Slaves Who Stayed," by Lucine Finok.

B. J.

The Southern Teachers' Advocate is an educational journal edited and owned by colored people as a professional organ for colored teachers. The June number contains a brief description of the Kentucky Institution for the Education of the Blind, Louisville, Ky., written by the Principal, Faustin S. Delaney. What he says is true of all blind people whether white or black.

Here we have a beautiful three-story building, lighted by gas, heated by steam, airy bed-rooms, play rooms, recitation rooms, steam-heated bathrooms, music rooms and all the comforts of a modern home.

This institution is in no sense an asylum or hospital. No pupil is admitted until some parent or guardian vouches to receive him at the close of the school session. No invalid, no weak-minded child, no vicious or immoral person is admitted. Only sound, healthy persons of good moral character are permitted to attend. It is a state institution for the education of the blind.

There are no charges whatever. Board, lodging, laundry, books are all free. Here the blind or partially blind child is taught to read, write and cipher; he studies geography, history, nature, grammar. If he shows an inclination for music he is given a musical education. Here he is instructed in the workshop, learning to make brooms, hammocks, mops, to cane chairs, and to practice simple upholstery. The girls are taught to sew, to patch, to darn, to knit and how to use the sewing machine. They are taught how to cut and fit and make their own garments.

There are two reading circles which meet nightly.

Why should not the blind girl become acquainted with the practical side of domestic science? Why should she not learn the courtesies of sensible society? Why should she not listen to the reading of magazines and newspapers, and discuss civic, literary and scientific questions and events? Why should she not learn to set and clear away a table, to wash and wipe dishes, to make beds, to launder, to cook, and in fact to do everything to make her home clean, orderly, and attractive? Although the blind child may never have to earn a living, still she can be a "home-helper."

The blind child has a right to have a chance in the race of life, a right to have a chance to make himself a useful citizen. The earlier he starts the better. It is much better that he start at six than at sixteen.

The editor of this able little journal is Chapman C. Monroe. There is a department of Psychology and Pedagogy, which in the June number is devoted to the kindergarten. There are also departments of Science and Nature Study and of Domestic Science.

The trained eye of the artist is constantly seeing beautiful harmonies of color unheeded by the unobservant individual. In Edinburgh the camera obscura is being used by an educational enthusiast, Professor Geddes, in order to revive the starved color sense of adults. By its means they are enabled to obtain a glimpse of the artist's delightful color world, for in it they see the reflection of their apparently commonplace surroundings with all their natural wealth of color revealed as in a picture. The roads, the grass, the grimy walls, even the apparently colorless smoke, assume a new significance, so that one is almost tempted to believe it to be the result of some magic power. Truly "beauty is in the eye of the beholder," and the pity is that so many eyes are blind to the beauty that is all around them.

All children have the artistic temperament—it is their birthright; but they are often kept from the enjoyment of it by being shut out of God's beautiful world into prisons made with human hands.

If children in crowded cities are to be taught indoors, they should be surrounded by objects beautiful in themselves, beautiful in form, in color, and in design, for as Ruskin says, "The mind that seeks the beautiful is on its way to become a beautiful mind."—The Practical Teacher's Art Monthly, England.

The subjects of co-education and of equal pay for equal work are matters of discussion in England as well as in America. Witness the following extracts:

The co-educational school at Harpenden, which is to educate boys and girls together from early childhood to university age, was opened last month. The Rev. Cecil Grant, the headmaster, who for eight years presided over a mixed grammar school at Keswick, said at the inaugural proceedings that his experience was that in a school of reasonable size where religious influence was vital and both sexes were educated together it was possible for each member of the school to reach an infinitely higher level of purity, industry, and general character than was possible in separate schools.

This is one more corroboration of the finding of the Secondary Education Commissioners of 1895 on the subject of mixed education. They reported that those witnesses who had experience of the system were most strongly in its favor, while the most decided opposition came from those witnesses who knew nothing about it.—University Correspondence London, England.

We have noted lately advertisements for lectureships and similar educational posts which run: "Salary £200 if a man, £150 if a woman." We can see no possible justification for this differentiation, and in the London Day Training College the principle of the same pay for the same work, regardless of sex, has been asserted and maintained from the beginning. It may indeed be argued that the principle, if carried to its logical conclusion,

would lead to an identical scale of payment for masters and mistresses in all our public schools, and we are not careful to resist the conclusion. But, under present circumstances, the cases are not on all fours. In spite of the strides of the last half century, girls' education is still on a lower level than boys' education, and mistresses are still less expensively and less fully educated than masters. Moreover, except in mixed schools, the two sexes do not come into competition. If a post is advertised as open to either sex and a woman is chosen, she is presumably better than any of the male candidates. Why should she be docked of £50 solely on account of her sex? We do not cut down the Civil List when the sovereign is a Queen. —Journal of Education, London England.

In the English Journal of Education for July M. Atkinson Williams, B. A., has a discriminating paper upon "The Place of English in the American Elementary School." She summarizes her impressions as follows:

"From the few points I have collected I think it will be seen that the Americans are taking this matter of the English work as a factor in the training of the child seriously to heart. It seems to me that the main excellences lie in the careful and systematic training in spoken English, the deferring of the reading and more formal composition to a somewhat later period than with us, the comparatively wide course of reading which the school curriculum affords, and the consistent effort to allow the children's powers to develop naturally and spontaneously. The main defects appear to be a lack of thoroughness and a certain superficialty which pervades a good deal of the work in the American school, also vileness and carelessness in the spelling and composition of the older pupils, the dangers arising from the undue prominence given to oratory and a tendency to overvalue the children's somewhat hastily formed judgments."

BOOK NOTES.

Little Folks Land. The story of a little boy in a big world, by Madge A. Bigham. This volume combines both stories and program matter suitable for either kindergarten or grades; was published in 1905-6 in the Kindergarten Magazine. Those who followed, then, the experiences of Joe-Boy from week to week through the year will be glad to learn that it is now to be obtained in book form. It is so arranged that the successive chapters may be used just as they appear in the pages or if one teacher is making a specialty of birds and another of insects each may cull that which is suited to her wishes. At the time of its appearance in the Magazine it was subjected to various criticisms. Some objected that child psychology forbade centering a program for so long a time around one person. That objection is answered above in the statement as to the way in which the lessons may be used. Others thought the style too sentimental. The child to whom the stories are read will not think so and in telling them to her circle the kindergartner will naturally use her own language and interject into the telling her own manner and spirit. The spirit of the stories is sweet and wholesome and one mother in a far-away corner of Vermont wrote a letter of appreciation to the editors of the Magazine, which was almost pathetic in its expression of thanks for the printing of the little story. The mothers as well as kindergartners will be pleased with the suggestions for gift and occupation work. These are of course to be followed in the spirit of the master and not of the slave. Published by Atkinson, Mentzer & Grover, Chicago.

"Popular Folk Games and Dance," compiled by Marie Ruef Hofar, Chicago, has just made the summer of 1907 conspicuous by a most successful play festival in which hundreds of children took part and which was attended by teachers and specialists from all over the country. Charities has devoted one number to a description of this festival and the papers given by different well-known speakers. Teachers, settlement workers, students of sociology are realizing that in organized and directed plays are great possibilities for Education. They also perceive in the traditional games and dances of the various nations, possibilities not only of natural and simple wholesome recreation, but also a happy means of amalgamating our hetogenous population, to better understand each other. The traditional games and dances of our foreign population if incorporated into our own life, cannot but be a source of enrichment to art, literature and to life generally. Miss Mari Ruef Hofer's latest book therefore will be of great service to all who wish to better understand our immigrant neighbors and wish to help them to know each other. This book appears in much the same form as "Singing Games." It contains games and dances of practically every country in Europe. The Scandinavian, Tuetonic, Latin and Selavic races are all represented. There are games reminding one of the old feudal days of knights and castles; visiting games in which the courtesies and graces have play; there are the graceful, stately dances of one district, and again, these with the hop, skip and jump and clap of the more lively dance. The compilation of this book has involved much patient research and wise selection amidst the vast stores of riches that has come down to us from the past. Directions are given for each dance and words accompany the music. A book which will help bring to our strenuous life, the spirit of play and simple recreation is much to be desired. Flanagan Co., Chicago. Mailing price 75 cents.

"Lisbeth Long Frock." Translated from the Norwegan of Hans Aanrud by Laura E. Poulsson. We are told in the preface that Hans Aanrud's short stories are considered by his countrymen as belonging to the most original and artistically finished life pictures that have been produced by the younger literati of Norway. The story gives a most interesting glimpse into a life quite foreign to most Americans. The herdgirl and herdboy are practically unknown in the United States and the tale of this little eight year old girl who finds her way alone down from the mountain on a cold winter's day with a pack of spun wool upon her back and little red pail in her hands, should delight the children of our more complex society. They will surely find it difficult to imagine themselves living all through the summer far upon the grazing fields with only the milkmaid and two herdboys for companions, and for occupations, following the flock of sheep and goats both in sunny weather and on days when it rains or mists. Crookhorn, the self-important goat that would not go with its own kind, but would insist, first on herding with the cows and finally with the horses, is an interesting contribution to the study of animal mythology. Crookhorn certainly had an individuality of her own. The pictures by a Norwegian Artist depicting the farmers, the mountain scenes, and the interiors of the farmhouse are a valuable addition to the text. It is a simple little story which well pictures a life than which we can imagine no greater contrasts to that of our strenuous, nervous, high-strung cities. The teacher will do well to place it on her school-book shelves, when the geography lessons center around Norway. Both boys and girls will read it with interest and benefit. They will want to go to Norway; and whenever they afterwards hear an echo, they will not forget that in Norway, the boys quaintly speak of an echo as "dwarf language." Published by Ginn & Co., Boston.

Kristy's Rainy-Day Picnic, by Olive Thorne Miller. Kristy's picnic is spoiled by rain, and her mother and friends turn the long day into a very short one by telling her stories of incidents in their own childhood. One tells of a night in a schoolroom, a blizzard raging outside. Another describes a night in a cellar and a rescue by a dog. Each one is just such a story as a schoolgirl, or for that matter, a schoolboy, reads with intense interest. There are sixteen in all. Houghton, Mifflin & Co., Boston. $1.25.

Mystic Voices. An Interpretation of Nature, by S. L. Mershon, is an unusual little volume permeated by a strong personal and religious feeling, and written by one who loves Nature much, and to whom she speaks as with a voice direct from God. It will make an appropriate Easter gift. Illustrated. Published by Theodore Schulte, New York City.

"Mother Goose in Silhouettes," cut out by Katherine G. Buffnm, Houghton, Mifflin Co., N. Y.; "Rhymes and Stories," by M. F. Lansing, Ginn & Co.; "Famous Stories Every Child Should Know," by Hamilton W. Mabie, Doubleday, Page & Co., N. Y.; "Friends and Cousins," by Abbie Farwell Brown, Houghton, Mifflin & Co.; "Education by Plays and Games," by George Ellsworth Johnson, Ginn & Co.; "Waifs of the Slums and Their Way Out," by Leonard Benedict, Fleming H. Revell Co.; "A Brief Course in the History of Education," by Paul Monroe, The Macmillan Co.; "Studies in German Literature," by Richard Hochdoerfer, Chautauqua Home Reading Series; "A First Course in Physics," by Robert Andrews Millikan, Ginn & Co.; "Intermediate Arithmetic," by Bruce M. Watson, D. C. Heath & Co.; "Elementary French," by Fred Davis Aldrich and Irving Lysander Foster, Ginn & Co.; "First Latin Book," by E. Cutler Shedd, revised edition, N. Y., William Beverley Harison.

Editor's Notes on New York City News.

In a great cosmopolitan city, like New York, which is constantly receiving hordes of immigrants, many of them too frequently of low order of intelligence, the task of assimilating the widely discordant elements in the population is vital. By common consent of the citizens it is entrusted mainly to the public schools. Out of the raw material the educational grist must produce Americans, inspired by high ideals of patriotism and citizenship.

Realizing this the Board of Education has exerted every effort to secure the most efficient teachers. To this end it has prescribed severe rules, governing the qualifications for appointment and the activities of the teacher in the exercise of her functions. And it has been eminently successful. This is attested by the fact that many of its kindergartners are called yearly to responsible positions in other institutions.

To be eligible for the license of kindergarten teacher, the applicant must have one of these qualifications: graduation from a satisfactory high school or institution of equal or higher rank, or an equivalent academic training, or the passing of an academic examination. In addition the completion of a satisfactory course of professional training of at least two years, one of which has been devoted to the principles and practice of the kindergarten, is required. In lieu of this last requirement, the applicant may offer evidence of the completion of a satisfactory course of professional training of at least one year in the principles and practice of the kindergarten, followed by two years of successful experience in kindergarten teaching.

[For further information address the editor.]

The teacher in the primary grades is a regular class teacher and must have the same qualifications. To be eligible for License No. 1, which entitles her to teach, the applicant must have one of the following qualifications: graduation from a high school, having a course of study of not less than four years and graduation from a school for the professional training of teachers, having a course of study of not less than two years, consisting of seventy-eight weeks approved by the State Superintendent of Public Instruction. The applicant may offer many other qualifications, which on account of limited space cannot be mentioned here.

Between the kindergarten and the primary grades there is no gap. Passage from one to the other should be continuous. The Board of Education recently facilitated this by enacting a by-law, which provides among other things, that the kindergarten license "shall qualify the holder to act as a substitute in classes of the first six years in an elementary day school." In this way the kindergarten teacher is enabled to get an insight into the work of the grades above her and to prepare the pupils for these grades. Great benefits have been derived from this wise provision.

As a result of the recent agitation about salaries, the Board of Education has devised a plan for giving teachers of the kindergarten and primary grades greater compensation. This step has been deemed wise, because it will hold the teachers in the Board's employ. At present the teacher is paid a minimum salary of $600, which is increased yearly by $40 until the maximum of $1,240 is attained after seventeen years of service. It is proposed to make the minimum $720 the maximum $1,440; life of schedule sixteen years, and annual automatic increase $48. The old plan will cost $9,277,646 in 1908. To put the new one into operation will cost $1,779,045 more. The matter is

fore the Board of Estimate for approval. ie general sentiment among the members the Board of Education is that that body ll make the necessary appropriation.

But not alone upon good teachers does e proper training of pupils in the kinder- rten and primary grades depend. The urse of study is another important factor. meeting this necessity the Board of Edu- tion has exercised superior judgment. iere are no breaks in the progression of e course, the growth of the intellectual pacity of the child being duly met.

In the kindergarten the course comprises ture study, language, songs, games and ndwork. The evolution from the kinder- rten to the primary grades is gradual. or the first three years of the elementary hool the course includes physical training, ysiology and hygiene, organized games, iglish, penmanship, mathematics, nature- idy, drawing and constructive work, cord d raffia, and music. Sewing is introduced the third year.

Comprehensive instructions as to the st methods of teaching these subjects are ovided in the syllabuses prepared by the oard of Superintendents. Correlation of bjects is particularly insisted upon. Na- re study furnishes the topics for composi- ons in English, songs are made to harm- iize with the general spirit of the course study and so the interweaving process es on.

Considerable latitude is allowed the acher, however. Owing to the varied aracter of New York, including both city id country life in all their phases, the acher is confronted with special problems, th which no syllabus, designed along gen- al lines, can cope. In cases of this kind dividuality alone conquers. Evidence of successful application comes to light fre- iently. Here a teacher perfects a system penmanship, which fails elsewhere; there iother has great success with mathemat- s; again, a third, having no better ma- rial for her nature work takes her children a blacksmith shop to see the smithy ork or to the Brooklyn bridge to watch the ips ply up and down East River. So it es on.

In this great work the teacher of the ndergarten and of the primary grades in e elementary schools plays an important rt. To her comes the material in its most astic form. If she begins the character- oulding skilfully, success is reasonably certain. If she fails, the harm done the pupil is almost irreparable.

An idea of the methods of teaching em- ployed may be had by a study of the sylla- buses for the kindergarten. In the main, these methods obtain in their primary grades. The teacher's instructions are in part:

"In nature study, the children should ob- serve and care for animals and plant life, and should make daily observations of natu- ral phenomena. The teacher should take the children on excursions to the parks and fields, and should encourage them to work in out-of-door gardens.

"Stories and conversations in the kinder- garten should relate to life in the home, the doings of children, cleanliness and health, life of animals and plants, the weather, the seasons, holidays, etc. In story telling, the stories should be illustrated with black- board sketches, pictures and objects. A few rhymes and jingles should be memorized.

"In music the children should be taught to listen appreciatively to instrumental music and to singing. In singing by the children, only such songs should be selected as unite expressive melody to appropriate words, and those in which the rhythm of poetry and music coincide. Only soft sing- ing should be allowed at any time and great care should be given to annuciation and ex- pression. Singing during marches and physical exercises is not advisable.

"In physical training, the play and games should be interpretive and expressive of every-day life. They should lead to a con- trol of the muscles, and to mental and social development. They should include march- ing, skipping, running and other rhythmic movements, accompanied by instrumental music; gymnastic exercises, in which the children imitate familiar movements seen in the home and in the street, movements of workmen and movements of animals; free play at recess, introducing a few common toys, as balls, tops, jumping ropes, bean bags, reins and dolls.

"The handwork includes modeling in sand and clay; drawing, both illustrative and object, with heavy crayons; painting, both illustrative and object; weaving with col- ored splints in heavy manilla mats, and in paper mats with fringes; occasional free weaving with grasses or raffia; sewing with or without needle; paper folding, cutting and mounting."

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See page 130

CHRISTMAS GREETINGS

The Kindergarten-Primary Magazine
Vol. XX—DECEMBER, 1907—No. 4

THE RIGHT OF THE CHILD TO HIS RELIGIOUS INHERITANCE.

E. LYELL EARLE, Ph. D.

Inasmuch as the Magazine is emphasizing in its Christmas issue the place of religion in education I have selected as topics for my talks this month questions from my correspondents bearing on this important subject.

One teacher writes as follows: In reading Butler's "Meaning of Education" I find that he emphasizes as one of the aims of education the bringing the child into possession of his religious inheritance. How far is this being realized in our schools today? and what are the prospects of its fuller realization in the near future?

The question is a very natural one and withal not an easy one to answer to the satisfaction of our readers. There are so many intense personal elements and so much personal feeling in the question of religion, that it is hard to bring an unprejudiced mind to the consideration of the subject.

Teachers are uniformly agreed that the child has a right to his physical inheritance, that the course of studies should embrace subjects that will realize the ideal of the sound body, as a preparation or dwelling place for the sound mind.

Few question the importance of bringing the child into the possession of his intellectual inheritance, whether from the standpoint of science, of liretature, or of art. The course of studies must present these subjects, so that the child may choose therefrom helps best suited to adapt him to this rich environment.

Again, scarcely any one questions the necessity of introducing the child to his institutional inheritance, from the standpoint at least of the home and the state. Courses in history, civics, economics and domestic science, home making, etc., have a necessary and justly public place in every reputable institution of learning.

However, when we come to the religious side of the child's institutional inheritance we are not so fortunate in having any such consensus of opinion. All assent at once to the importance of giving the child religious instruction and religious training, and all desire that he possess a truly religious education, but when we come to the question of selecting the proper subject-matter for this training and instruction, when we come to the question of methods of realizing this religious education we are met with almost insurmountable difficulties.

The trouble is not whether the child has a right to his religious inheritance but what are the best means for bringing him into his possession. We are not free in the matter. It is a question of the right of the child to know at least this great truth that religion has been one of the greatest factors in the civilizing of the world. It is just as unfair to impose arbitrarily any particular form of religious belief and practice upon the child before he is capable of understanding them, as it is to deprive him of the knowledge of the great fact that religion has accomplished so much for the permanent improvement of humanity. There has been no greater epoch in the growth of the race than the epoch where religion played an important part.

It is proper that the child in his development pass through some period that corresponds to the attitude of the race toward nature and life when those problems were solved by the principles and practices of religion. Just how great a loss the child suffers from this deprivation it is hard to say.

If he is kept apart from the processes by which nature reaches her net products in her natural evolution we are told that his scientific development has suffered and that the loss is practically irremediable.

If in infancy he is deprived of the manifold advantages of play and of intercourse with other children of his own age and tendencies, the loss to his developments is very great indeed. If he is not trained with the jingle of Mother Goose, and the croonings of the lullaby, the deficiencies in his development are incalculable. If this be true and if religion is such an important culture epoch in the race development, then the child's loss during this period of starvation must necessarily be worth consideration.

If we reflect upon some of the great thoughts and ideals that religion has suggested to the world and trace their influence on humanity we shall see how important it is that we do not give up that great fact in education without making every effort to preserve it in its essential values.

The conception of one Superior Deity who created immediately every soul, who loved intimately man, woman, and child, and who furnished them with means of attaining eternal happiness with Him was the noblest contribution made to education prior to the coming of Christ. This contribution is found in the Old Testament, and was illustrated in the life of the Jewish people. Without that revelation and the influences it had on the world the later advance of humanity, subsequent to the beginning of Christianity, would have been absolutely impossible.

If we take the single idea of the Christ child at Christmas and consider its importance from the standpoint of education we will find that possibly no other single thought stands out so prominently or exercises so momentous an influence.

Art takes its first inspiration from the majestic composition of the crib of Bethlehem. The combination of the sublime and of the helpless in the angelic choir hymnning the birth of the infant Christ; the awe of the Midnight Scene, the simple Shepherds with their flocks, and the snow-clad ridges of Judea, have fired the imagination of painter and poet, and have furnished material for song and story that imprint pictures in the infant mind, which time does not dim nor age efface.

It would seem that entirely apart from sectarian considerations there can be no more beautiful associative Center for Childhood than the Christmas ideal as illustrated down through the centuries, apart from the consideration of the simple humanity or the dual humanity and divinity of the Christ Child. We have here a type of beauty, of simplicity, withal of majestic power, that may well serve as a starting ideal for children of all creeds and social positions.

We find herein the beauty of the home thought, the noblest thought of humanity, the thought that differentiates man from the lower animals, and makes possible the permanent growth of the race. We find in this home thought, family unity, efficient service, hope and joy, the necessary accompaniments of the true home circle.

We find, moreover, the larger social thought of humanity in the simple shepherds rejoicing in the realization of this home ideal as illustrated in the Holy Family at Christmas Tide. We find again the still larger social value realized in the coming of the Wise men and the Kings to rejoice at this restatement of the unity and hope and joy of home. We find above it all the sanction of the Supernatural, the presence of the Celestial Messenger who sings the words of rapture that have made Christmas tide eminently a season of joy, the words of Glory to the Highest, and of Peace to Men.

This one idea of religion exemplified in the season we are celebrating is possible of application and realization as well today as it was twenty centuries ago. It would be a sad loss to humanity and to the family, and particularly to the child to be deprived of this great factor in the true development of humanity.

Will it not be possible for teachers to unite at least on these great principles of religious development, and give the child in our schools his religious inheritance? The churches may do a great deal toward bringing him into possession of this right, but the school is too powerful a factor to lose the advantage of reinforcing ideals of reverence, gratitude, devotion, and the great cardinal virtues, on which the permanent efficiency of humanity hinges.

The child has a right to know at least as a historical fact, and ought as a right to know it, when he is passing through his various stages of growth, that religion has been a tremendous factor in the development of the race, and that in this course of development it has not committed any greater errors than science, art, literature, history, and philosophy have been guilty of. Let us, therefore, as teachers try to devise means of bringing the child into his religious inheritance in the school room as well as in the home and in the church. Let us consider religion at least as one of the great civilizing factors in humanity without regard to sect or creed. Let us not deprive the child of his right, because of any personal bias or individual conviction which, very frequently represents in a great many, merely a new stage of intolerance rather than a higher conception of the true religious spirit will ultimately correct.

Above all, let us not impose our adult conviction, frequently modified by personal, and not always the purest notions, upon the infant mind, with all its purity and faith and hope. Let us see that we do not deprive the child of any influence that will serve to make him happier individually, and a more useful and efficient servant of the family and of the larger unit of society.

TRUE INDEPENDENCE IN CHILDHOOD.

CARRIE M. BOUTELLE.

The lengthening of the period of dependency of young animals, is proof of advancement. In childhood, the great prolonging of this helpless period, results in love of the family, and that community feeling akin to the "gliedganges" or member- whole sentiment. Prompted by love, parents delight to serve baby—to anticipate the every want of this little autocrat. Should the family be blessed with other little ones before the first one is grown, the fond parents will find it impossible to continue to assist the eldest as at first. Then, is presented to parents a the opportunity for inculcating in the heart and mind of their first born that self-reliance and responsibility which make for growth and independence, and that tender care of the young which is desirable for all.

Inherent in the average child is the love of labor, as well as of incessant motion. A little girl who was reproved by her grandmother for her noisy actions, replied: "O, grandmother, I must do something." To direct this impulse into the channel of helpfulness, is comparatively easy. Children often vie with each other for the opportunity to help the father, mother, or teacher. Occasionally, a child indisposed to work, is found; but, in nine cases out of ten, the fault lies with the parents, who will not take time and patience to allow that child to experiment in assisting. Fredrick Froebel says: "How cheerfully and eagerly the boy and girl at this age begin to share the work of father and mother—not the easy work, indeed, but the difficult work, calling for strength and labor: be cautious, be careful and thoughtful, at this point, O parents; you can here at one blow destroy, at least for a long time, the instinct of formative activity in your children, if you repel their help as childish, useless, of little avail, or even as a hindrance: do not let the urgency of your business tempt you to say, 'Go away, you only hinder me,' or 'I am in a hurry, leave me alone.'"

Children, in general, manifest a spirit of self-help and independence sooner or later. If the mother assists in developing this trait, it is of incalculable value to her as well as to her little one; for she will not perhaps have the strength to wait upon a growing family as she did upon the eldest. There was once a wise mother who, through an exploitation of the spirit of play, judicious persuasion, and praise, trained her little daughter of sixteen months, to amuse as well as to wait upon her baby brother,—bringing his clothes and his playthings when needed. As the mother was not very robust, this saved her much strength as well as time; and also benefitted the little girl by giving her employment for her energies.

To do for one's self and to delight in being a cause, are characteristic of childhood. Children are naturally fond of dressing and feeding themselves, lifting obstacles out of their own way, and jumping or climbing alone in preference to being helped by their elders. It is a genuine pleasure to a child when he first essays to dress himself, or put on his wraps; and from that time forth, he is likely to refuse assistance. A lady who had been favored with a visit from a wee maiden of independent spirit, tied the bonnet of this little one on her departure. To the woman's astonishment, the little girl immediately untied it, remarking: "I can do that myself." She laboriously and slowly performed the task.

The rocking of babies to sleep has been celebrated in song and poetry. "Rock-a-bye baby" is beautiful in sentiment and word-setting. But when the life of the mother becomes fuller, when she realizes that the other members of the family beside the baby rightly deserve some of her companionship during the evening, the present-day mother quite generally foregoes this pleasure. Unless the rocking and accompanying song are rythmically executed, they are not so conducive to sleep as is the soft stable bed, and the quiet of solitude and darkness. Many a song intended for a lullaby is a call to alertness rather than a help to the "sand man." In case the child is really afraid of the darkness, the mother might remain a little while with him—not necessarily rocking nor singing to him; and,gradually training him in fearlessness, may later abandon this custom. Some fond mothers claim that they should not like to miss this happy privilege; but they shall have to abandon it sooner or later—so why begin it? The child seems not to manifest independence in this direction so early as in others; but perhaps the cause of this lies in the fact that he has not been trained to fall asleep when alone. A writer in "The Victoria Magazine" enumerates the following as among the rights of

the child: "To be exempt from rocking, trotting, and drugs; to have opportunity for natural, unforced development and care that is not fussy, love that is not fidgety, and a great deal of judicious letting alone."

Closely connected with this bed-time custom, is the telling or reading of stories to induce sleep. Those stories which lend themselves to the invoking of sleep, are scarcely worth telling; for only those which could be told in a monotonous, sing-song manner would produce the desired effect. The imaginative child will be much more wide-awake after listening to a "really and truly" story.

Children love to hear stories at other times; but it is a strain upon the parent; and would much better be abandoned after the child can read for himself. Taking turns in reading aloud is an improvement on the former method, because of the satisfaction the child experiences in co-operating with his parents; it also teaches him to appreciate the strength which the parents expend to afford him pleasure. If it were not so similar to his school work, doubtless the child would more willingly read for himself at home. Invaluable is the habit of reading, and parents cannot too assiduously cultivate it in their boys and girls. Frequently, children delight in reading stories for themselves, and do not desire to have others read to them. The mother of a large family, who was wont to read aloud to them overmuch, was surprised and hurt when one of her children left the circle during the reading of a story with the remark, "I don't want to hear stories." That child, having learned to read for herself, and being of an independent disposition, rebelled at this unwise though loving ministration.

The clasped hands of parent and child during a walk, is a beautiful sight; but, with increasing strength, that same child wishes to be untrammeled—to run ahead of father or mother; and, while he may frequently catch the hand of his companion again, the requirement to do so is galling to him. Unless his safety is seriously menaced, it is wiser to let the child run alone.

Whether the impetus toward independence on the child's part proceed from the parents or from the child's own inherent nature, it is sure to manifest itself sooner or later; and it can be stultified or fostered. The first manifestations of the child's independence bring sorrow to the heart of the father or mother. "We love our beneficiaries more than our benefactors"; and the service performed for the little one endears him t us. When he no longer requires nor wishe us to wait upon him, we experience a feeling of loss or emptiness. To the mother heart there comes a pang because she is n longer exactly indispensable to her dear one She grieves perchance that she is not consulted in regard to every childish purpos or plan. If the tendency toward temporar or permanent independence or separatio appears early with the child's retiring alone or dressing or walking without aid, as abov mentioned, the parents will discover tha the best way to counteract the undesirabl features of the separation is by indirec means. Let them summon all their tact an courage for the occasion. Let them be brav enough to make a grave for their disappointments, and hide them away foreve Let them set themselves resolutely to th problem of retaining their child's confidenc and affection; for this is a critical perio when the appearance of outward independence is apt to cause inner separation, eithe temporary or permanent. At this time, i is desirable that the parents feel and displa an increased interest in all family affair which are closely connected with the child in order to stimulate the child's interest. Fo this purpose questions are often effective— not curious, interfering questions about th "why" and the "wherefore," nor about hi intentions—but questions about his play— questions which betray a genuine sympathy When he is learning to dress himself, if hi mother asks how many minutes it takes him to dress—how he begins, etc., and commends his speed—(if she detects any speed the child feels a sense of satisfaction an encouragement.

There is no more effective means of securing a child's confidence than to make comrade of him—to genuinely interest oneself in all his work and play. The averag adult appears to have forgotten his youthfu aspirations, prejudices, and preferences. A Patterson DuBois puts it: "We allow ou adultism to cast a shadow over the littl child, so that we do not perceive him in hi true light." When we recall our own youthful aspirations and feelings, and treat ou children as we would have been treated i our youth (if such treatment be consistent) then shall we succeed in keeping their confidence and love. Even if we cannot wholl enter into nor appreciate their feelings no aspirations, it is better to assume an interest; for the assumption lends itself readil to the acquiring of the desired interest

hen we abandon "baby talk," the use of
e appellation "baby" to designate a six-
ar-old child, and such names as "Willie"
d "Johnnie" for half-grown boys,and treat
em as if they were big and manly, then
ll they measure up to the true standard
manliness, and become our companions.

Independence is not inconsistent with
se companionship; for freedom to decide
himself renders a child grateful to the
er of that freedom. A writer for the
ictoria Magazine" says: "From an early
e some matters come so fully within the
ld's comprehension that they may be
ely left to his decision; it should be the
nstant aim of the parent to exercise the
ulties and strengthen the judgment by
reasing as rapidly as possible the number
such decisions." Children cannot be
ated alike in this respect, for one wishes
decide everything for himself, and an-
ier wants every particular decided for
n. In a case where we can consistently,
d without injury to the child, let him de-
e for himself, such decision is wise; for it
kes for satisfaction, and a sense of one-
ss with his elders, which is a joy. Alas!
average child has so little opportunity
deciding anything for himself, that he is
contented, or even indifferent and weak-
led, lacking in judgment. A mother once
companied her ten-year-old daughter to
dancing teacher's for a private lesson.
s time being unexpectedly fully occupied
t then, the teacher asked this lady if she
uld prefer to have her daughter wait
ne time, or to take her lesson the next
. Instead of answering for her as most
thers do, this wise woman inquired of the
le girl as to her wishes, and the child de-
ed in favor of waiting. That was a sam-
of the method of treatment pursued by
s mother; and the daughter has respond-
in the most beautiful manner. Now that
is grown, she is the chum and compan-
of that mother, manifesting a love and
otion, than which greater is seldom wit-
sed.

There is no more certain method of win-
g and retaining the affection of our sons
l daughters than to ask their advice
out family affairs—or about any matters
which we can consistently do so. Even
ve feel that we cannot follow their coun-
s, we have gratified them; and we may,
the failure of their plans in such matters,
vince them that our way is best. Of
rse, we have to consider the age and degree of maturity of the child, as well as his nervous temperament; for we do not wish him burdened with such decisions nor made prematurely old. But the average child, when he arrives at years of discretion, may be safely consulted about money matters, and be infromed, to some extent, of the condition of the finances of the family. This is especially a good plan in families where the income is quite limited. Most children are inclined to spend too much, unless they are informed as to the funds of the family; and if appealed to in the right manner, many a spendthrift child is willing to "call a halt." However, if the arents tell him nothing of their resources and liabilities, and scrimp themselves to grant his requests for money, he may unwittingly embarrass them in financial matters. An only son, one of the best boys in the world was inclined to spend generously, but when his mother consulted him about their money matters he was very willing to save on "this" or "that," or to wait awhile in purchasing some coveted article. These "heart to heart" talks bound mother and son more closely together, and he felt no hardship in imposing a limit on his expenses, but rather a pride in doing so.

In a family of unusual affection the children were never given an allowance, but were supplied with some spending money, and, of course, had all the necessities of life. While they were cautioned not to be extravagant, they really had no idea that the family treasury was getting low. Had they known it, gladly would they have begun to earn for themselves earlier. After they began to work, they would willingly have supplied money for the home had they been informed as to the state of affairs. However, nothing on the subject was said to them until years later when the home was sold, and it developed that it had been mortgaged years before. The sorrow and chagrin of those sons and daughters might have been prevented by the parents' taking them into their confidence, for then they would have felt that they were co-laborers with the parents. The over-weening father or oftener the mistaken mother feels that the family tie is strengthened by the child's requesting money, and confessing as to its expenditure each time he has necessity. This may be true in a sense; but this method affords him no responsibility in the matter, nor any adequate idea of the value of money. In time he will rebel at any refusals; and, disliking

to ask each time, he may beg of others, or even appropriate the coveted objects which the money he longed for would buy. Grant a child an allowance, even if only a penny a week, and make him responsible for its care and expenditure, and he will become as ready to seek counsel about it as the parent is to grant it. Instead of binding the child to the parent more closely, it opens a widening chasm to withhold consultation and information in regard to money matters.

As the boy or girl advances in independence, he or she begins to inquire as to the mystery of life. Parents frequently repulse them with a pretense of ignorance or with some subterfuge. Then, the child has no recourse except the crude and often impure explanations of his companions. It requires tact, wisdom, and courage to handle this subject in the proper way; but Mrs. Andrea Hofer Proudfoot in her "Letters to a Mother," and some other authors as well, has given excellent suggestions along this line. With these at hand, parents are inexcusable for any remissness in these matters. Perhaps the mother desires to defer this heart-to-heart talk until the period of adolesence; but if the child demands the explanation earlier, and receives it not, the lack of it may prove an entering wedge of separation between mother and child. So many changes of feeling incidental to this critical period make for indifference and separation that it may be too late for the postponed explanation.

Insistence upon implicit obedience paves the way for many a family "jar." Patterson Du Bois wrote: "If there is one thing more than another that parents are resolved upon, it is that the child shall be obedient; yet they do not always see that true obedience grows out of respect, and respect comes with closeness of the personal relation; when a father and his son are intimate companions, there can hardly be want of respect between them; and the law of obedience ceases to be regarded as law because it is felt as love." Both parents may be very determined and independent—may claim direct descent from the signers of the Declaration of Independence—and yet be shocked and displeased that their children desire to "break away" from restraint at all, or ever rebel at swift obedience of seemingly arbitrary commands. The author quoted above says: "How much do we condemn in our children that is only a dutiful and beautiful imitation of ourselves; the great majority of parents are probably not sufficiently educated up to the niceties of delicate points i the science and art of child training to un derstand how much can best be done b seeming to do or say so little."

Perhaps the most potent factor in separa tion between parent and child is punish ment. An old lady once remarked: "Whe I was a child my mother punished me se verely, and often unjustly, and I have neve quite forgiven her." In speaking of he childhood the Countess Potacka said: " loved my mother, feeling that I owed he much, and that her high character demand ed my fullest respect; but with this senti ment was connected a sort of fear whic spoiled our intercourse; she wished for m confidence, and I often felt a desire to giv it to her entirely, but from the moment tha my opinion or intention contradicted her she scolded me severely, and drove back confession, nearly slipping from my heart. "Affection quenched by lack of response— rebuff or frigidity, is soul murder—ofte more than he ted words.

Judicious praise bestowed upon the chil for his independence, or self-assistance, i fact, for any worthy action or laudable mo tive—even if the result be unsuccessful— fosters love and unity. Indiscriminate fla tery is to be avoided; for it makes for sel consciousness and egotism. Jacob Abbo says that "the baby is never scolded for hi blunders in learning to walk or talk, bu ever encouraged and praised, and possibl this is the reason of his rapid progress i these directions, compared with others. Commend whenever it is possible; and reproof or punishment is necessary, let follow the line of the offense, and be admin istered without show of anger.

How is the confidence of grown person won and kept? By politeness, by encour agement, by compliments, (deserved or oth erwise), by faith in their ability, and the loyalty to ourselves;—never by scolding rudeness, nor belittling them. Verbal en couragement is craved and appreciated b adults, and often proves a bond of unio How much more efficacious then will it b with the little one who has not yet learne to let "virtue be its own reward"! We some times resort to harmless and perhaps com mendable schemes and subterfuges— "work" others, as we say. We have n compunctions of conscience in addressin our indifferent acquaintances or even ou enemies as Dear Mr.—and My Dear Mr ——. Why should we be so loathe to em ploy similar methods in winning children

When we treat them as equals, respect their rights, and confide in them, then will they respond with their confidence, become our true companions, respecting themselves as well as respecting us—independent, and self-reliant, and yet grappled to us by "hooks of steel."

SOME STORIES ABOUT TOMMY

ANNE BURR WILSON.

VII.

The Old Lantern.

Even the sun seemed in a hurry for Christmas to come, for he made the days shorter. If Tommy had gone to bed before the sunset, as he did in the summer time, his old lady would have had no milk for her tea, and if the farmer had waited for the sunshine to waken him, as it used to do, his day's work would be begun too late, and things would go wrong all day. But you remember that Jack Frost could not keep them in the house when there was work to be done, so you need not suppose that Tommy and his father stayed in bed because it was dark. If the sun would not waken them something else must, for there was the milking to be done before breakfast, and the animals to be fed; and so the farmer set the alarm clock, and in the early morning when it was still as dark as night—b-r-r-r-r would go the clock, reminding him of his work. Tommy, too, would hear it and would hurry into his clothes so as to be in time to carry the lantern for his father.

Somehow, the barn seemed a different place when there was only this little speck of light that moved from spot to spot to find the horses and cows in the blackness, from the barn as he knew it in the daytime, with the sunshine streaming in the windows, pointing out every wisp of hay that had fallen in the corners and every cobweb that hung from the heavy beams overhead.

It was always Tommy's favorite place to play; in the chamber above there was hay piled almost to the roof—enough for the horses and cows until next haying time; in another corner was a great heap of dry leaves that would make fresh beds in the horses' stalls all winter. There were great chances of finding hen's nests full of eggs in this wonderful chamber—and twice had Tommy discovered a whole family of kittens snuggling in the hay! Who knew what other treasures might be found by hunting? Then in the great room below were the carts that were used on the farm and the carriage that would hold all the family at once, besides the sleigh that shook its bells at everyone who went near it.

You see there were reasons enough why a boy should like this barn, but in the early morning or at night, when his lantern moved about like a firefly in the darkness, Tommy could not see these things just as they were; the place seemed bigger, and when he held up the lantern and looked about him, the different things and their tall black shadows were so mixed together that the family carriage might be a king's coach, while the harnesses hanging against the wall seemed like the armour of a brave knight who might at any moment come down the grand staircase, and, buckling it about him, ride away in the darkness on his fiery steed that could be heard stamping in the stall.

Everything about the place now seemed like story land; so Tommy liked the barn best of all when he was holding the lantern and peeping toward the dark corners at these wonderful things. In the daytime, when the sun streamed in the windows, they would hide themselves from its brightness, but he always knew that they would be waiting for him again at night, like the stars in the sky, and the old lantern on its nail, and mother's bedtime story.

VIII.

Christmas Shopping.

Now every time that Tommy went on an errand to the store he kept his eyes open for the best thing to get with his Christmas money. But somehow the things in this store were not just what he wanted to buy; there were tea and coffee and soap and candy and calico and spools of silk and many more things, but none of these seemed just right for a Christmas present.

It seems that his mother was thinking about the very same thing, for she meant to get something very nice for each one at home, and she did not intend to do her

Christmas shopping at the store where she bought her sugar and flour; she was planning that when Tommy's bank was opened, she and her boy would let the old horse take them to the city, where the stores were full of wonderful Christmas things. But this was to be a surprise, and she did not breathe a word of it to anybody; so Tommy kept on wondering what he should buy at the store, until one morning, the very week before Christmas. Then she told him that they would go that very day, and you could not find a happier boy anywhere than he was when he heard it.

The little front door of the bank was unlocked, and when the pennies were counted Tommy found that he had earned more than half a dollar; now he could buy presents for everybody, and, best of all, mother was going to take him to the city to select them.

But how could he get hers?

They started off as soon as the work was done, and had a good time every minute of the way, for there were a great many things to see and talk about. In the city they found it rather noisy, and crowds of people were hurrying in every direction; there was hardly any sky to be seen, nor much ground either, so that Tommy wondered how city boys could have any fun; but inside the stores it was just beautiful! It was not hard to find things good enough to buy, but the trouble was to choose among the many things; at last he bought a pair of mittens for his father, and for Susie a handkerchief with little red rabbits chasing each other around the edge; then he found a pretty calendar for grandma, and a rattle for the baby.

But still there was mother's present to buy. While they were down in the basement buying the rattle, he had seen a shining tin dipper with a long handle; he remembered that the one that hung by the water pail in the kitchen at home was dull and getting a little rusty; for a long time he had not been able to see his face in the bottom of it when he was taking a drink of water. He felt pretty sure that mother would like this new one, and he made up his mind to find out what it would cost.

Now when everything else was done he asked his mother to wait for him at the head of the stairs while he did another errand, and he scrambled down and bought the dipper, for it cost only ten cents; he asked the clerk to wrap it up with a great deal of paper so that the shape would not show, for mother must not guess what her present was to be, and the clerk took so much pains that it almost fooled Tommy himself.

Mother was waiting for him at the head of the stairs, and I think she, too, must have had a secret, for under her arm was a bundle as wonderful at Tommy's.

IX.

The Christmas Tree.

On the day before Christmas Tommy and his father took another trip down to the woodlot, but this time it was not to get wood for the fires; some of the trees that grew there were too precious to be chopped into kindling wood, for Santa Claus himself had seen to the planting of them, and had kept them green all winter for a special purpose.

All the other trees had dropped their leaves in the fall, and stood up straight and bare, showing to the farmer every inch of wood they had to give; but these trees hid their wood from sight and waved their glistening green arms to Tommy, hoping to be chosen for his Christmas tree.

At last the very straightest and greenest of them all was carried to the farm house, and placed in the sitting-room; then just after supper began the wonderful doings for which he had been waiting. Tommy had to stay outside the door, and never really knew what happened inside, or whether Santa Claus truly came; he and Susie waited and watched while father went in and out, carrying bundles of every size and shape, for all the family sent in their presents by him; Santa Claus did not once come to the door, but Tommy and Susie thought they could hear him talking to father, and finally they heard a whistle that must have been his call to his reindeer; they ran to the window to catch a glimpse of him as he drove away, but just then father opened the sitting-room door and invited the family inside.

The baby had never seen a Christmas tree before, and he crowed and stretched out his hands to the brightness, for it was covered with twinkling candles, to say nothing of other things nearly as bright. There was mother's shining tin dipper hanging down from the topmost bough! Tommy saw that first of all; then he saw baby's tin rattle winking at him in the candle light, and what do you suppose was gleaming close beside it? A pair of skates fit for

king! But even these he could not look very long, for every bough held wonder-l surprises, and it was some time before e and Susie could stop long enough to ear father read out the names.

I would like to tell you everything there as on that tree; of course there were ranges and candy for all, and bright red pples, too. Prehaps you have guessed at the shining skates were for Tommy; esides these he had a muffler and some ooks and handkerchiefs, and Susie had ade him a napkin ring out of birch bark om the woodlot. She had a beautiful doll at would open and shut her eyes, and a ox of paper ones, too, with pretty dresses nd hats; then she also had books and handkerchiefs, and we know that one of these had little red rabbits chasing each other around the edges.

The baby just squealed over his rattle and some bright colored balls and a little woolly dog; as for father and mother, after they had seen their presents, they said they could not think of another thing to wish for.

So the tree made everybody happy, which was just what Santa Claus meant him to do. For a whole week he stood in the sitting-room, dressed in stars and paper chains, and then he let his green needles drop off, just to show the farmer that he was made of wood, too, and could work as well as play.

DAY BY DAY WITH NATURE—FOR THE KINDERGARTEN AND PRIMARY GRADES

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MARY A. PROUDFOOT, B. S.

PROGRAM FOR KINDERGARTEN

Subject: The Sheep.

This is an appropriate subject to introuce at the Christmas time, providing a heme which may be used to inspire in the hild all that the sheep symbolizes of gentle-ess, obedience, faithfulness, not only hrough the showing of beautiful pictures nd the telling of Bible stories, but espeially through the games. The quiet, reverntial mood of the shepherd as he cares for is flock, can be reflected in the child's play, nd the chosen shepherd or sheperdess hould always be the one who has made the reatest effort that day to be the most lovng and self-sacrificing child. Such a game vill be entered upon with so much appreiation for the quiet, protecting shepherd, hat, as he leads his lambs, even their bleatng will be that of the gentle, quiet creaures. During this play the kindergartner nd the children who are not from time to ime taking part, can sing the hymn, "Little Lambs so White and Fair," from Walker nd Jenk's Songs and Games for Little Ones. This game if used just before beginning work for the day produces so quieting n influence that the effect will be felt hroughout the rest of the morning.

The story of the "Shepherds Watching Their Flocks by Night," may be dramatized t the kindergarten Christmas. The Christmas star can be represented by the first ight that appears at the summit of the Christmas tree and the "angels" will sing, "Shine Out, Oh Blessed Star." The stories used at this season should begin with the Prophesy of David and John. These, together with the rest of the series, are to be found in Andrea Hofer Proudfoot's "Christ-Tales."

I. Visit a sheepfold.*

As with all other practical subjects, the child, if arrangements can be made, should be first brought into actual contact with the object to be considered, and pictures and stories presented after a real experience. If possible, then, allow the children to visit a flock of sheep. Perhaps they can even participate in feeding them. Call their attention to what the sheep eat in winter in contrast to the summer. Note how the sheep lie down when they sleep, and also what is further necessary to the care of these animals.

The facts may be made more vital to the children by having them construct a sheepfold of the cardboard modelling paper. One side of the barn can be left open to enable the children to move the sheep about. The latter, they can cut out of any stiff paper.

*Step one, to visit a sheepfold, as well as step two, to bring a lamb into the school-room, might not be possible for some kindergartens. In such cases, pictures may be used for this part of the work. Of course wool can be obtained anywhere, so that the rest of the lessons are practicable for any kindergarten.

The "wooly lamb" can be made by sticking wool to both sides of the model, and then pulling it over the back. This fold can be put into the sand table, and can be used by the children during free-play periods.

Such a piece of work can be done by a small group working together, each one being assigned the part for which he is best fitted. No child should remain idle, however; those not making the barn can construct the hay racks, and the rest, the sheep. Such "group work," whether arranged for the kindergarten or the primary grades, is a most valuable experience to the children, and also a test of the discriminating power of the teacher, who will wisely devise each kind of occupation so that it will best fulfill the need of the individual child.

II. Bring a pet sheep or lamb into the kindergarten.

Let the children feed the lamb and handle its coat. Of course, being winter, it will not be the natural time for sheep shearing, but the children can examine the sheep shears, and can be shown just how the shearing is done, and enough wool can be cut off to enable them to handle a piece.

III. A picture and "finger-play" lesson.

The children can be shown pictures of men washing and shearing sheep, the teacher drawing from the children all that they know or have seen. After this, they can either have a finger-play like the one of the Sheep in Emily Poulsson's "Finger-play Book," or the little group can create a game to illustrate what they have heard or seen.

IV. Purchase a fleece or part of one.

V. Wash some of this wool. This can be done easily if the kindergarten possesses some little pans or tubs. Each child in a group should be given a small piece of the soiled wool, and it can be successfully washed through the hands with wool soap. For this work there must be plenty of clean water at hand in order to properly rinse the wool. A small piece is enough for one child to wash, as he must have time to spread the wool in the sun to dry, and still be able to put away his materials in an orderly fashion.

VI. Picking and carding of the wool.

Part of a group can be occupied with picking out the wool with their fingers, while two children at a time card it. One child can hold the card that contains the wool with both hands, while the other combs through it.

The wool can be used in this state to f doll comforters and to make "wooly lambs In preparation for the spinning, howeve before each lot of wool leaves the card, must be gathered into strands about a qua ter of an inch thick.

VII. Spinning.

If possible, have an old lady come in a spin some of the prepared wool. If not, t kindergartner can dress as a "grandma ma" and take her place. Spinning cann be done by the usual kindergarten child. no spinning wheel can be obtained, sho pictures of the same and let the childr make their own thread by twisting the wo with their fingers. If the woolen thread spun, it can be twisted by the spinni wheel into yarn; if only twisted by the fi gers, thicken the amount used.

VIII. Dye this thread or yarn.

To make a vegetable dye, see directio in the following sheep plans for the prima grades.

This yarn can be used by the children tie their doll comforters.

Knitting in the simplest form can also done on spools, according to the usual chil ish method.

Crocheting can be done by children w are more dexterous. A kindergartner cou of course carry this subject further than here indicated. For further suggestions s the following plan for the primary grades

The Shepherdess

Once long, long ago, far up among t high rocks, lived a sheperdess who car for a flock of wild mountain-sheep whi no one else had ever been able to tam The sheep and the maiden lived togeth in a cave. She loved the sheep, and som times would sing such beautiful songs them that they would all gather around h to listen. In the summer she sheared the thick coats, washed the wool, and with lined the cave to make it warm and co fortable for the winter.

One summer night a spider, which h been living in the top of one of the tre came safely down its web, but landed in heap of wool which had been drying in t sun. "Aha," said the spider, "this is t softest bed that I ever saw." But when came to try to find his way out, his feet b came tangled in the wool. The more moved about the deeper he found himse buried. There he struggled all night, last giving up all hopes of ever getting ou

The next day, however, as the Sheperdess was picking over the wool she uncovered him. He was so frightened he could hardly move.

"Oh, Mr. Spider, you poor fellow, how did you ever get here?" and she loosened the wool from his feet and set him upon a branch.

"I spun my way down from the tree and became entangled," said the spider. "But you have saved my life, and I thank you. Now I would do something for you. What shall it be?"

"Show me how to spin," said the maiden.

"Well, that is rather difficult," said the spider, "for in order to spin I always carry a kind of fairy thread which has no end, and is always ready for use. Perhaps I could show you how to spin the wool into thread." So saying, he tapped one of his feet three times, and immediately there appeared a little Wood-fairy, dressed in brown leaves and an acorn cap.

"Good morning, Master of the Wood-fairies. Do you see that web of mine upon the tree? Change it if you can into a wheel that I may teach this lady how to spin."

The master then stooped, and plucking a trumpet flower, blew it with all his might. Ten thousand Wood-fairies then appeared, who bowed as they came before the master, and lifted their acorn caps.

"Your wands of oak!" said the master, and immediately ten thousand waved in the air. The master then blew the trumpet; the wands were lowered, raised again, and gently pressed against the spider's web which suddenly changed into an oaken wheel.

"Now," said the spider to the maiden, "tread the wheel with your foot," and then he showed her how to twist the wool into thread. Thus she learned how to spin, and the spider dismissing the fairies climbed up into the tree and went to sleep. Hour after hour the maiden spun the wool until she had many long, even threads.

One day, while she sat spinning, she heard a chirping, and looking up, she saw a little bird on the nearest limb watching her.

"Twee, twee," said the little bird, "that would be fine for my nest! O give me a piece, for I have been hunting for this very thread the whole day long! Just give me a bit, and I will teach you how to build a nest."

"Of course I will," said the Sheperdess, and she gave her a long thread.

"Twee, twee, chee," sang the bird, "now I am happy. Come with me and I will build my nest on yonder branch where you can see." Then with her bill, in and out, over and under, she wove the thread, showing the maiden just how to make the nest strong and beautiful.

When it was finished the bird sang the sweetest song that was ever sung, and the maiden went home with a happy heart, for now she knew how to weave.

A BAKER'S DOZEN FOR CITY CHILDREN.

During current year the Kindergarten-Primary Magazine will publish each month one of a baker's dozen of songs, by Isabel Valentine and Lileon Claxton. These songs are offered to the public by the composers "in recognition of the need of city children of songs distinctly related to city life."

The following foreword from Dr. Jenny B. Merrill, supervisor of kindergartens of Manhattan, the Bronx and Richmond, is a happy introduction to the series:

A FOREWORD.

A city is full of beautiful things well worth singing about.

Even nature is roundabout the city child if we give him eyes to see. Does not the city child love the blue sky and the clouds that "every day go floating by?"

The shadows chase and play with the city child on the city pavement; the raindrops dance, the snow sparkles and the frost makes patterns of lace and whole forests on the window-panes.

There are parks with trees and playing fountains and great flower beds here and there.

City children are learning to love these beauties of nature and many are the nature songs provided to inspire love for them.

But I am glad that the authors of this new song book have found it possible to clothe some of the more distinctively city sights and common sounds, so attractive to little children, with the language of song.

May these simple songs help our city children, and the children of many other cities, "to clap their hands and sing for joy," of the daily sights they must needs see and in which they may well rejoice.

"So shall the drudge in dusty frock
Spy behind the city clock
Retinues of airy kings,
Skirts of angels, starry wings.

. . . .

'Tis the privilege of Art
Thus to play its cheerful part."

New York City. —Jenny B. Merrill.

The first song of the series, "The Fireman," will be found on another page.

The Fireman.

Words by Lileon Claxton.

Music by Isabel Valentine.

Allegro.

f

Ding - dong, ding - dong, Hear the fire - bells loud - ly ring, Run a - way, run a - way, The fire-horse now is king.

Off to the house, Off to the house, See the hose-carts quickly dash, Run a-way, run a-way. Now see the wa - ter splash.

(Firemen at work — — water splashing — — unreeling hose — — — — pounding, breaking in doors, etc.) (Whistling for coal.) (Getting up hose, etc., starting home and driving horses.)

mf *ff* *8ve.*

ritard.

Cling - clang - cling - clang, The fire en-gine re - turns. Run a-way, run a-way, The fire-man a rest now earns.

From "A BAKER'S DOZEN FOR CITY CHILDREN." Published by The Kindergarten Magazine Company.

MOTHERS' MEETINGS AND READING CIRCLES.

JENNY B. MERRILL, PH. D.

ANY kindergartners lose a valuable opportunity in not having a Mothers' Meeting early in December to talk over some of the dangers, as well as the joys, of Christmas festivities.

The greatest danger, in large cities at least, is that of over-stimula-on and excitement.

Children of kindergarten age are not old nough to "keep secrets" in the adult sense, nd the effort to do so should extend over a ew days only, if at all.

No better way of bringing this danger to ie notice of mothers can be found, than the evice of the two contrasted pictures pre-ented by Dr. Mary J. Woodallen in Ameri-an Motherhood, December, 1905. I ad-ise reading these two stories to mothers. hey present two methods used by a wise nd an unwise mother in preparing for the hristmas celebration.

One can overload a child's mind with se-ets and mysteries, as well as his stomach ith sweets.

A second danger consists in expecting a oung child to be really altruistic. A child as a right to "love to get," and it is only y slow degrees that he learns "to love to ive."

Selfishness is a necessary trait in a young iild. He must learn the joy of possession id exercise the right of holding on to what his. Hence, the warning, Do not over-imulate the child's desire to give even at hristmas time, else you may create a mush-oom growth and a false, unnatural desire be praised for giving, which may prove be a subtle and serious form of selfish-ess. Still we learn to give by giving.

A third danger to be discussed is the pos-ble purchase of fragile and comic toys that kcite interest for a day, but do not give eal lasting pleasure. While such toys need ot be entirely rejected, we recommend, ainly, toys that lead to construction and tivity, as balls, tops, reins, building blocks, olls, doll's houses, (made possibly by ther or older brother from a wooden box), iniature household furniture and utensils; miniature tools of all kinds, a paint box or colored crayons, and large-sized pads of drawing paper, blunt scissors and colored paper, toy animals of all kinds and sizes, farms, sheep folds, wagons, boats, cars, fire-engine, a sand table, sand moulds, picture books, etc.

Little girls also enjoy pretty boxes, trunks, bottles and baskets. These are in a sense active toys, for they can be opened and closed, filled, emptied and refilled.

Boys like whistles, drums, and trumpets, but the noise occasioned by such toys may cause discomfort in city homes. It is not right to give them as presents and afterwards prohibit their use.

In conducting a Mothers' Meeting in early December it will create a pleasant surprise to distribute paper and pencils and ask each mother to write a list of favorite toys.

These slips should be deposited in a box and read off impersonally by the leader.

Criticisms may then be called for and given without hurting any one's feelings.

Some mothers may not accept the decision offered at once, but the seed sown may bear fruit another year.

Kindergartners and mothers must do this work of pruning, for our toy stores are a test of good judgment, and in time their proprietors can be made to feel the pressure of public opinion.

Playing toy store should be recommended for a home amusement.

Children love to fit up a table as a toy store, or possibly the leaf of an extension table will serve for a counter.

Froebel's commentary on "The Toyman" may be read and discussed with profit, for many parents do not realize the value of permitting children to choose, and of requiring them to adhere to a choice. The younger the child, the quicker he will decide and with very little reason. The child should not be chided for his choice, as wisdom will grow with years, if only he is allowed the experience of choosing, even though it results in disappointment. The young child may be indirectly helped by limiting his choice to one of three or four toys. In this way undesirable toys may be excluded.

The kindergartner should present various picture and story books and comment upon their comparative merit to mothers. While picture books of circus and menagerie need not be wholly discarded, is it not well to encourage pictures and stories of animals in their homes? Pictures of domestic animals and of country life should be freely furnished for the city child, and city scenes should be furnished for children living out of town.

Great care is necessary in selecting story-books.

"Peter Rabbit" is a classic, but many would-be similar stories are inferior. Do not be deceived by euphemal resemblances. Old time stories, Bible stories, even fables, may be introduced gradually, although many of these are more suitable for the age just beyond the kindergarten. Urge a good edition of "Mother Goose."

Another danger to be avoided is that of depriving the children of dear old Santa Claus. Santa may be introduced by suggestion rather than direct statement.

What story conveys a greater truth through the imagination?

Reading the story of "The Night Before Christmas" is perhaps the best way to present the story. Let Santa's picture appear a very few days before Christmas and disappear immediately after the holiday.

(See an article on "Veiled Truths," by Miss Mills in the Kindergarten Magazine for December, 1906, and one on "After Christmas" in the Kindergarten Magazine for January, 1907.)

"The true fairy comes and goes quickly and to linger too long is to become disenchanted."

SOME RHYMES AND PLAYS.*

I'll stroke my kittie's soft warm fur,
And then she will purr and purr and purr.
—Mary Dunham.

Little eyes were made to see,
And little ears to hear
How mother loves her baby,
Her baby good and dear.

Baby dear,
Don't you hear?
Father's coming;
Now he's here.

Hear the North Wind, blow, blow, blow;
Feel my fingers; oh! oh! oh!
See how blue each little tip,
How my nose the wind did nip.
Oh! oh! oh! please don't blow.
—Marjorie Heath.

Listen to the big clock
Standing in the hall;
Tick tock, tick tock,
Telling time for all.
—J. A. Brodsky.

Hear the rain upon the roof,
Clatter, clatter, clatter,
Sometimes loud, and sometimes soft,
Patter, patter, patter.
—B. A. Walton.

The dinner bell rings
And I smell good things.
—Eunice Stapleton.

Listen to the organ man,
Playing, playing, playing,
He is playing all he can,
That's why we are staying.
—Sylvia Mark.

Pitter, patter, hear the rain
Falling on the window pane.
Every day I see the sun
Going away when day is done.
—B. C.

Plang, pling, my banjo can sing,
Plang, pling, plang, pling,
Softer still the sweet tunes ring.
Plang, pling.
—G. Benedict.

*These rhymes were made by the Junior class of the New York Froebel Normal, 1907-08, in connection with the study of Froebel's Mother Play, "The Sense Games." We believe that the expressions of awakening interest in the great themes of child nurture should be permitted to sound their notes of spontaneity. We shall be glad, therefore, to receive similar contributions from other training classes. H. M. M.

DIFFICULTIES OF CELEBRATING CHRISTMAS

MARY SCHAEFFER.

T Christmas time, the first year of teaching in one of the public kindergartens of New York City, we found ourselves facing a difficult problem, as many of our little ones came from Jewish homes.

A Christmas celebration without "the sweet story of old" seemed as great an anomaly as would a wedding party without a bride and groom—and yet what would the kindergarten be without any celebration?

We set about to find a solution of the difficulty with the result that notwithstanding the omission of the actual story with its beautiful dramatic setting we preserved the spirit of the occasion.

By means of various songs and stories we were able to bring a message of peace and good will, always a heavenly message indeed.

The culmination in our thanksgiving festival was gratitude for all the essentials to physical well-being, food, clothing, shelter as well as thankfulness for home, love and loving care. This spirit of thankfulness must naturally find an outlet in tangible form and so the thought of love and giving followed logically that of gratitude and thankfulness. We cast about for those heavenly gifts to all mankind, which are a common heritage. The thought of the stars watching over us while we sleep—suggestion of guardian angels, is one of these gifts. The Christmas tree, that product of seed and earth and sun and shower, is also one of the gifts of Nature. Then there is Santa Claus, the embodiment of the spirit of loving and giving with all the accompanying charm of mystery and wonder—surely we can bring him in as one of the factors of our Christmas festival.

Soon we found ourselves amid niches of material—in song and story.

The first thing to be done was to call a Mothers' Meeting to explain our plans for one Christmas festival in which to establish good faith and confidence.

The time between Thanksgiving and Christmas was all too short in which to prepare for this happy festival. There was the story of the stars, song of the beautiful Star—"A loving child is born today"—and the echo of all the million other stars—"A loving child is born today," and the never ending search of the stars all over the world at early morn, for the loving child, and the consequent joy in the heavens upon the discovery of any one such child.

"Little star that shines so bright, and the much-loved old story, "Twinkle, Twinkle, Little Star"; also the favorite, "Lady Moon," and the charming lullaby of Tonelius, "Baby's Boat Is a Silver Moon," have all been used for this purpose. Then again we have the joyous message of the bells as another topic of song and story—the Christmas bells and also the New Year bells so beautifully expressed by Tennyson in "Ring Out Wild Bells." This topic relates itself to the memory jingle of the sleigh bells and the beautiful snow which the month of December almost invariably brings us. We did not forget the stories and songs that cluster amid the Christmas tree—the story of the Discontented Fir tree or the songs, "This Tree Was Grown on Christmas Day," and "Oh, This Wonderful Tree." In this connection we have the purpose of the tree—to bear the fruit of our own making—those little gifts of love for mamma and papa and friends. We are helping Santa Claus. In reality we each become a Santa Claus. Oh, the joy of having our own secrets, of mystery that attaches itself to so much of our life at that time! We become little elves, good fairies, carrying great secrets in our hearts, bundles of loving thoughts wrapped up in our brains until we almost burst with glee over it all. "The Santa Claus and the Mouse" fills us with amusement to think Santa should find a rival while at his work, the little mouse outwitting old Santa. The favorite song in this connection is "Old Santa Claus Puts on His Cap," and much loved lines "'Twas the Night Before Christmas," all of which brings to the child such a rich store for his imagination and fancy. Naturally when we talk of Santa Claus we think of "Toy land"—the myriads of toys in the shop windows. Their game in this connection lends itself with such charm to the children; and then with the thought of Santa Claus comes the consciousness of our sins and we all become suddenly angelic, "yes, for Christmas the name of no bad child is ever found in that great book kept in Santa Claus Land."

Christmas in other lands brings us another side of the story. Thoughtful provision for the birds by putting on a high pole the sheaf of grain, leads us to consider "The Birds' Christmas," even in our own home. "The sparrows (like the poor) we always have with us."

The story of Piccola brings us such a beautiful lesson—the value to the little child, of the little live bird, as compared with what can be bought with silver and gold. Then for a climax the legend of the "Christ Child," omitting the name of the heavenly visitor; bringing home the truth that true hospitality is found in the loving, generous heart and home however humble.

"Be not afraid to entertain strangers lest ye entertain angels unawares."

We are quite sure that during these days of happy work and play preceding the day of days, lessons of love were learned, that were just as real as if all was based on the Bible story of the birth of the Christ child, and our hearts glowed with love and peace and good will to all, as we carried our gifts to father or mother, and a Christmas tree decked by our own hands to the little cripple boy.

CHRISTMAS SONGS OF SKY AND EARTH.

Twinkle, twinkle, little star.
Little star that shines so bright.
Lady Moon.
Tiny little snow flakes.
Tiny marks in the snow.
Who comes this way.
Clap, clap, the hands.
Old Santa Claus.
Rap on the house top.
Oh, this wonderful tree.
This tree was grown on Christmas day.
Jingle bells.
Ring happy bells.
Baby's boat.
Sleep little baby of mine.

A CARPENTER BUILDS SHELTER FOR SOME ANIMALS.

KATHERINE G. CHURCH.

Once a horse, a cow, a sheep, a dog, a cat, and a hen, met on the same road and traveled along together. Soon the days grew cold, and they could not find enough to eat.

"I wish I had a warm barn," said the horse.

"Moo," said the cow, "I would like one too."

"Wow! Wow!" said the dog, "a kennel will do."

"Baa!" said the sheep, "in a pen I would sleep."

"Cluck, cluck," said the hen, "a perch, not a pen."

"Meow!" said the cat, "by the fire a mat. What is better than that?"

"Everyone to his taste," said the horse; "but what is that noise?" They all listened and heard a buzzing sound, so—z, so—z, so—z.. They looked about and saw a house not far away, near the road. Now the house was a carpenter's shop, and as it happened the carpenter was sawing, and this was the noise they heard. They trotted up to the house and looked in at the door. The carpenter, when he saw them, stopped. "Well, what do you want?" he asked.

"A warm barn," said the horse.

"Moo!" said the cow, "I would like one too."

"Wow! wow!" said the dog, "a kennel will do."

"Baa!" said the sheep, "in a pen I would sleep."

"Cluck! cluck!" said the hen, "a perch, not a pen."

"Meow!" said the cat, "by the fire a mat. What is better than that?"

"If I make you these things, what will you do for me?" asked the carpenter.

"I," said the horse, "your wagon will pull."

"And I," said the sheep, "will give you thick wool."

"Fresh milk from me, every day," said the cow.

"I will guard you," said the dog. "Wow! Wow!"

"And I," said the hen, "will lay a fresh egg every morning at ten."

"And I," said the cat, "in your house, on a mat, will watch every mouse. What is better than that?"

"Very well; it's a bargain," said the carpenter, and he went to work. He got some men to help him, and they sawed and hammered, planed and chiseled. Before long

they had built the barn, and next that the chicken-house, with some perches inside; then came a pen for the sheep, and a kennel for the dog, and last of all the carpenter built a house, for the carpenter said it would never do to leave out the cat, and he needed a new house anyway for himself and his family.

They all lived very happily in their new homes, and every night the horse said:

"I like this barn."

"Moo!" said the cow, "I like it, too."

"Wow! Wom!" said the dog," a kennel will do."

"Baa!" said the sheep, "in a pen I would sleep."

"Cluck! cluck!" said the hen, "a perch, not a pen."

"Meow!" said the cat, "by the fire a mat. What is better than that?"

VALUE IN THE SANTA CLAUS MYTH.

ALICE M. CORBIN.

The December, 1906, number of the Kindergarten Magazine containing the questionnaire on Santa Claus came to me a week after leading a discussion on "The value of Santa Claus in Moral Training," at a mother's meeting in which our seven kindergartens were well represented.

It may be that the opinions expressed were colored by the form in which the subject was presented, yet the discussion was so informal and opinions were given so freely that the suspicion seems ungrounded. Nearly every mother present expressed a belief that the myth of Santa Claus was an important factor in moral training. And it was by one of these mothers that the following statement was made, a statement upon which I shall base a few remarks in answer to the questions raised in the questionnaire:

"I do not believe that children's ideas of Santa Claus and the Deity conflict, because my children play Santa Claus and they never think of impersonating the Deity."

How full of meaning is this mother's remark to the thoughtful mother or kindergartner! What better ideal can we give the child than one which can be made a part of his personality,—an ideal so near his needs that it leads to a direct emotional outflow through play? Could the child's parents serve this purpose? He is accustomed to their loving care and daily gifts. He cannot appreciate what is an integral part of his own life until such loving care is brought to consciousness. When he is told that Santa Claus, whom he has never seen, is coming on Christmas even, coming in a most mysterious way to bring him the things his heart desires, his whole being becomes aglow with eagerness and expectation and the imagination goes forth in ceaseless quests, seeking somehow, some way, to fathom the great mystery. And when, on Christmas day the same child views his little pile of treasures and finds his expectations realized, each gift that appeals to his needs opens a new pathway to his heart and lets into his being a multitude of joys.

A selfish delight! we say. Yes; truly so, yet, oh how pregnant with possibilities for a training in unselfishness! Is not unselfishness in different forms a natural concomitant of the growing personality? Must it not take root in selfishness? What better means have we of enlarging the personality than through ownership? What better means of bringing this about the first time than through the hands of an unseen giver? Are the facts that Santa Claus's gifts come only occasionally and that they are distributed with partiality noticed by the child? How could ideas revealing constancy and self-sacrifice in giving form a part of a child's ideals before his life-experience has led him to form the habits out of which such ideals naturally grow?

An article on "Children's Attitude Toward Law," published in Studies in Education, 1896-7, will give us much light on the question of the child's natural attitude toward law and justice at different stages in his development.

Is not Santa Claus a symbol of the All Giver that accords well with a little child's imperfect ideas of truth and justice? Through playful activity the child may be led to attempt to realize this ideal. His first form of expression will naturally be a material one; having experienced the joy of ownership through gifts, he will desire to impersonate the giver. And as he shares his treasures with others, or plans and makes little gifts, who shall say that the inadequacy of the material giving will not

make itself known in some subtle way and draw out a need for a higher ideal, one that may flow forth freely into service unchecked and unbounded by material limitations?

Let us make the child's ideal grow from year to year by giving him gifts of the spirit which shall illumine and enkindle the ideal we try to represent through presents: thus may his personality expand and his own giving be likely to show a shifting of emphasis from material to spiritual giving. Stories are a potent factor in enlarging the child's personality. Let us begin with the Santa Claus myth and tell stories of loving service which shall grow out of it and embody in a progressive form the ideal Santa Claus symbolizes. Along with these stories let us tell, from year to year, the Bible story as it is given in St. Luke. Its symbolic import can be at first only partly discerned but the majesty, beauty and simplicity of the Bible version afford a medium for aesthetic training, which will make possible a gradual unfolding of the spiritual ideal embodied. Little by little will the real spiritual significance be revealed until near adolescence, the expanding ideal, interprets truly our highest symbol of the All Giver, the gift of life itself in all its fulness for the service of mankind.

How can there be a break, a sense of disappointment, a distrust in others if the ideal symbolized by Santa Claus be made to grow each year by a shifting of emphasis from the letter to the spirit of truth? A child thus trained will naturally express in loving service the ideal that fits each succeeding stage of his development and have naught save faith in the ideals thus engendered.

ART WORK IN THE KINDERGARTEN AND PRIMARY GRADES.

ROBERT DULK

See Full Page Illustration—Frontis

The full-page illustration of this month is given to supply a few timely hints for blackboard work during the season of good cheer. Let us see how we can go about working them out.

It is well to space off on the board the approximate size the drawing is to occupy, then sub-divide, giving the largest space for the most important detail, this in our illustration is the rectangular form having the Christmas tree; this space is now filled in with a soft gray tone, using the chalk flat, after which the tree is sketched in with charcoal accenting here and there and blending with the finger, the trees in background are similarly put in, though much fainter, to give distance to the picture. The bells and candles next demand our attention; having sketched these in faintly make a cut out or pattern of stout paper for the bell and laying this against the board scribe around it with a wedge-pointed chalk; when all have been traced in, take a piece of chalk about one and a half inches long and with the C stroke put in the sides on all; then with the same chalk do the rims; it will be seen that the pressure on the chalk must be lightest at the center to give the effect of roundness. The candles, too, are put in with the C stroke, using three-quarters inch piece of chalk, also the flames and ribbons of smoke connecting the bells. A touch of charcoal blended here and there will add to the vapory effect of the smoke.

Now for the lettering, point the chalk and lightly sketch in, aiming for correct spacing; when this has been gotten, print them in neatly, maintaining an even pressure on the chalk. The holly leaves, which serve as an embellishment to the quotation, need no directions. Lastly, go over the drawing, accenting where necessary; put in snowflakes, snow covered boughs, and the few crisp touches which represent snow-covered vegetation in the foreground.

Let us now see in how many ways this illustration will serve us as suggestions on other lines. By eliminating the panel containing the tree, the space could be used for the verses of a Christmas carol. An appropriate design might be made by using the bells as a border for a Christmas quotation. By enlarging the tree and making it a full-fledged Yule-tide specimen with its candles and the many good things it will delight the heart of the child. Again, take out the center panel and substitute a calendar. Thus it will be seen that many are the ideas which can be adopted from one design and enough has been shown in the foregoing suggestions to show the reader how her own originality may be stimulated.

DRAWING, CUTTING, FOLDING AND TEARING FOR DECEMBER

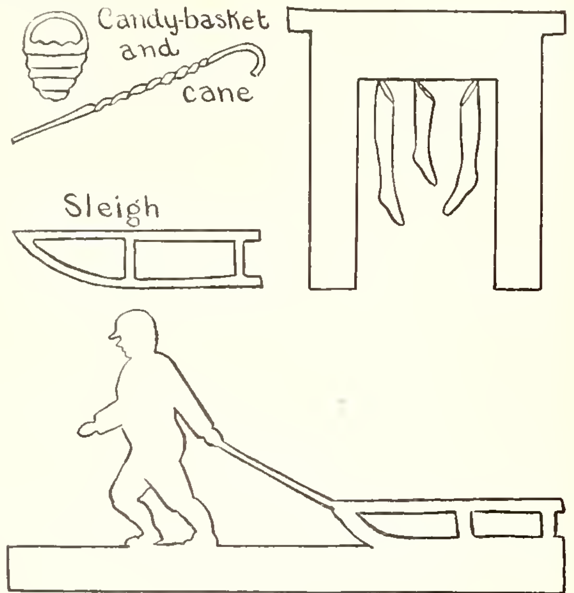
By LILEON CLAXTON, New York.

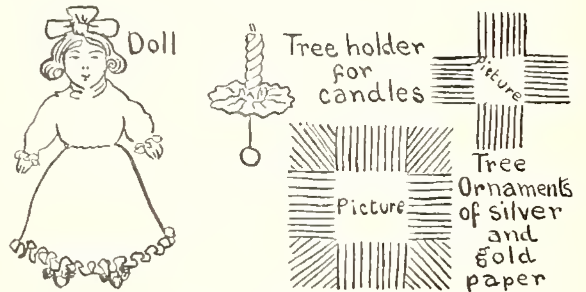
During the last three months the children have been led to feel how much is provided for them, how carefully their needs are looked after and how many helpers are constantly busy, so that they may be happy. Now comes December, the month when the children may make something to express their gratitude for all this loving care.

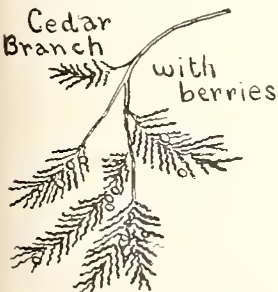
To be sure they have before this entered into the spirit of helpfulness by dusting chairs, putting things in their proper places, and running errands to partly repay for all these things, but now a gift is to be made, something that can pass from hand to hand and finally be presented to the loved one. A real Christmas gift mingled with love and patience.

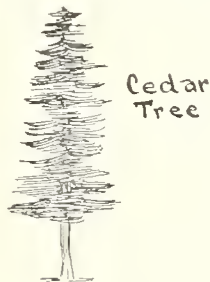
During the month the thought of the children will be directed to the toyman, the securing of the Christmas tree, Santa, and at last the day on which the gifts of love are bestowed. In all the preparation for that climax, if the work be over-exemplified and the joy of giving be lessened, the purpose of the work will be lost. Christmas is the time of loving gifts. Each preceding month has presented some form of animal life that naturally connected itself with the work. Santa's reindeer will be the animal to which the thought of the children will be directed during December and he will figure more or less in the drawings of the month and possibly in the cutting.

This is a season when so much gay coloring may be indulged in and free invention be greatly encouraged. The work that follows is not intended to be suggestive for gifts necessarily, but many of the things may enter into the presents if the teacher and children desire them. When decorations for the tree are being made the children will enjoy making the same things for the tree at home









Doll Tree holder for candles Picture Picture Tree Ornaments of silver and gold paper

that they make for the tree in school. This will also permit many children to have pretty decorations on their home trees who otherwise would have very little. This will be one way to add to the Christmas joy.

Drawing.

Cedar tree, Cedar branch and berries; pine tree, pine tree and cones; hemlock tree, hemlock branch and cones; lighted candle, drum and sticks, horn, Santa and sleigh, chimney, reindeer; Christmas tree with decorations for book cover.

Free Drawing.

Illustrate story work; home of Christmas tree; securing the tree; transporting tree to city; window in toy shop; visit with mother to toy shop.

Practice Drawing.

Candle stick, chimney, (high) sleigh.

Cutting

Pictures from magazines to be pasted in picture books for gifts: Christmas tree, mantle piece, stockings, Christmas toys, candy baskets, candy cones; strips for chains for tree; silver strips to be rolled for circles for tree; boy with sleigh.

Cut mantle piece and stockings separate. Paste on a mounting paper.

Drawing and Cutting.

Colored stockings for tree, dollies, toys, Santa, reindeer. Pictures of the tree decorations that are

bought in the shops, as balls, stars, etc.; rocking horse; illustration of stories.

To make the rocking horse let the children draw a good-sized picture of the horse; then cut same. Use this picture as a stencil for the other horse. If the children cannot draw well enough to make their own stencil the teacher may give them a stencil at first. Use colored pencils to decorate. Paste a slat in between the two horses' bodies to make them stand up. Any such realistic object gives the greatest pleasure to the children.

Folding and Cutting.

Lanterns for tree. Mats and strips for gifts (cut double.) Open grate fireplace. Snowflakes (fold and cut per described before.)

To make the lanterns for the trees take a square paper 4x4 or larger; cut off one edge for the handle; fold one diameter; cut on this fold to within one-half inch of the edges and not too close together. Open paper and paste together, so that the fold runs through the middle between the top and bottom of the lantern. Paste handle; add a chain. These lanterns are very effective if made of colored paper, but for the older children they may be made much more elaborate by using a plain paper and drawing or painting to represent Japanese lanterns. This is done by making a black band at the top and bottom and painting some simple design, as seen on lanterns in shops.

Designs for Japanese lanterns:

This is a very good time to introduce transparencies and it may be done in connection with the lanterns and the Christmas star. To make the lantern take a good-sized piece of paper, black preferred, and fold one diameter. Cut the outline of a Japanese lantern on the open edges thus:

Then cutting from the fold follow the outside of the paper and an outline of the lantern is the result thus:

Open this and paste it on a piece of brightly colored tissue paper larger than the outline of the lantern, so as to give strength while pasting. After the paste is thoroughly dried cut away the tissue outside the black edge of lantern. Support with a string the color of the tissue paper and hang in window or before a candle.

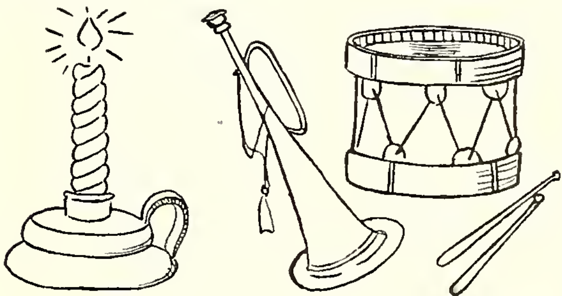
To make the outline for the star transparency take a four-inch square, fold sixteen squares and diameters and diagonals. To secure the points of the star fold on diagonals and cut from corners to line running one inch from edge of the paper where it crosses the diameter.

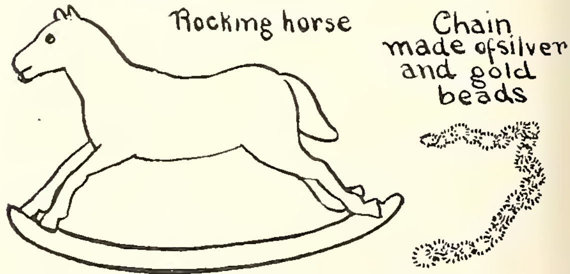
Open and fold on the other diagonal and cut as before. A four-pointed solid star is the result. Beginning on the diagonal cut parallel to the outer edge leaving an open star one-half inch wide. Paste this on a yellow square of tissue paper 4x4. When dry cut away tissue outside of star and hang in window.

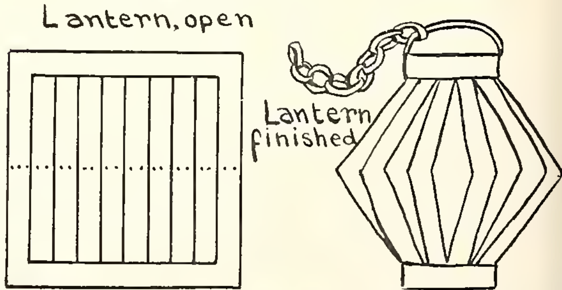
To make the open grate fireplace, take a piece of either red or black paper 4x4, or larger, fold the sixteen squares; cut out a piece in the middle two squares by three squares, leaving the mantle piece. Paste the mantle on a piece of manilla paper. Cut blue and white plates for mantle. Draw and cut clock. Represent fire with red and yellow pencils and use black paper strips to represent grate. These strips should only be pasted at the ends and should stand out from the mounting sheet to look like a half round grate.

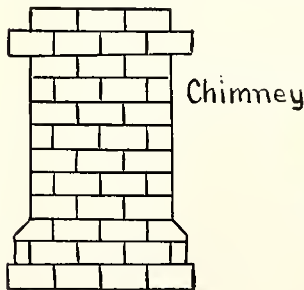
Paper Tearing

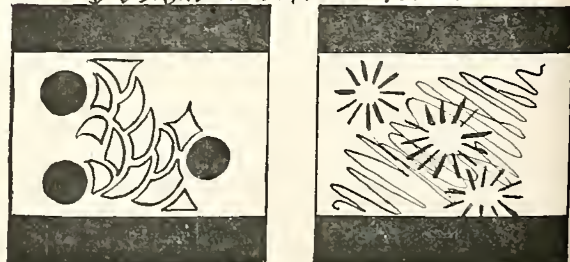
Dollie Clothes:
- (a) Parasol.
- (b) Hood.
- (c) Shoes.
- (d) Mittens.
- (e) Dress.











PEDAGOGICAL DIGEST DEPARTMENT

THE MORAL EDUCATION OF CHILDREN.

BERTHA JOHNSTON.

Whatever the money market may say, we are living in good times, in glorious times, because in an era in which new questions are to be solved, new responsibilities to be faced and we are daily becoming more and more awake to our own share in the social welfare. The social consciousness which is developing is accompanied by the joy of knowing that each one may have some small share in shaping a new and glorious future for humanity.

With the advent of the Christmas season all hearts turn afresh in loving contemplation to the little Child who for centuries has been reverenced as the Son of God and who came to teach men that in every child lay the seeds of the Divine.

The potentialities of the divine are inherent in all. Then to us comes the question: What may we do to bring them to fruition. In other words, what may be done by home and state and school for the religious nurture of the child?

The theory and the practice of religious education naturally varies with each race and each age, as it depends on the prevailing conception of religion and religious nurture. In the main we will confine our present paper to a consideration of some of our own modern problems and the suggestions offered for their solution.

Our modern conception of God and of religion is higher and deeper than ever before in the history of the world. We are slowly coming to adjust our training of the young in accord with new insight and vision. The modern Sunday school movement dates back to the successful schools inaugurated in 1780, by the loving heart of Robert Rakes, a Gloucester printer and publisher, who started a charity-school or "ragged-school," as they, unfortunately, came to be called, in which, on Sundays, he gathered the children of the extremely poor, who had no other opportunities for learning, and taught them in secular subjects. Later they became more religious in tone, although from the first they must have been influenced by the truly religious spirit of their founder, if we may judge from the first Sunday school lesson on record.

We are told that Raikes once brought a magnet to the school and showed how, if a piece of iron were brought in contact with it, it invisibly drew another toward it. Thus, he told the children, if you are good, you exercise an invisible power for good. And the children, fancying themselves magnets, brought other children to meet him in the cathedral yard before service."

In the United States, the Sunday school from the beginning was established in connection with the Puritan church for the inculcation of religious truths and doctrines.

Early in the century several organizations of Sunday school workers were formed and in 1824 the American Sunday School Union was organized. It held five national conventions in the years, respectively, 1832, 1833, 1859, 1869, and 1872. The last convention adopted the uniform lesson plan which was to be issued by the publishers of different denominations. This uniform plan, so long in use, was the joint work of B. L. Jacobs and Bishop Vincent.

The International series of Sunday school lessons has served a good purpose in the interchange it has established between churches widely remote and of different denominations. It made for more systematic and more intelligent study and use of the Bible than had before been possible, but in the light of modern psychology it is found wanting in important particulars; it is not based upon sound psychological principles and is giving way to more approved methods and the graded course.

When thoughtful pastors, Sunday school superintendents, and parents begin to realize that the established methods were not bringing forth the desired results they began to study causes.

In February, 1903, was organized the Re-

ligious Education Association, which adadmits to membership all religious sects, Christian, Jew or Gentile, and is studying the problem of religious education from the broadest possible standpoint and in the light of all that modern science can furnish, whether from the pedagogical, the philosophical, the idealistic or the strictly practical side. It has an organ, "Religious Education," which prints many of the valuable papers contributed to the annual conventions, with other articles as well.

There is now a Sunday school department of this organization, which will lend invaluable aid to the advancement of the Sunday school.

By most advanced and practical workers today is advocated the payment of skilled teachers, who alone should be entrusted with the religious nurture of the child.

RECENT PROGRESS

We will give a few typical illustrations of the new methods and management and materials now being introduced in the best schools. The following is the general outline of a plan suggested by Henry F. Cope in his invaluable book, "The Modern Sunday School," just published.

Kindergarten-Religious conceptions molded by stories, games and exercises.

Elementary.—I. Religious conceptions in detail molded by stories, manual work, memorizing of simple passages. Grade 2. Similar, but with more detail, Biography introduced. The other grades would take up the Old Testament narratives with geography woven in. Manual methods are used.

Other grades take up the life of Jesus, then the lives of the apostles, a general introduction to the Bible (a year's survey of the whole.)

Then comes Grade 7, with biography of the Old Testament and beginnings of hero study. Also Christian biography. Have pupils work on heroes of Christian biography as they would on Washington.

Church History with the Acts as beginning, and also Christian Missions.

Secondary.—Preparation for church membership —Christian life and Christian service, also literature of both Testaments.

Senior.—Historical Study of Biblical literature; advanced life of Christ, and Christian evidences, doctrines, practical ethics, comparative religions, etc.

The teachers would study child-study, religious pedagogy, Sunday school organization, management and other topics.

Mr. Cope recognizes not only the value of manual methods, but also sees that the dramatic instincts of the children may be utilized with good effect, which recalls a wonderfully interesting dramatization of the story of Joseph, which we saw given at Hull House, Chicago, by the children of a local dramatic club.

Years ago, when the Ethical Culture S[illegible] ciety broke away from the traditions of th[illegible] synagogue and the church it had to wo[illegible] out its own course of moral instruction, [illegible] it was one of the pioneers in the new wa[illegible] As with any growing body modificatio[illegible] have occurred in harmony with increasi[illegible] knowledge and insight. To meet the nee[illegible] of the young people there is now a Ch[illegible] dren's Sunday Morning Assembly, whi[illegible] was organized with the following aims:

1. To gather children of the same a[illegible] into groups and foster among them go[illegible] public standards. The endeavor is made [illegible] have the children feel that that for whi[illegible] they stand is the true, the kindly, and th[illegible] brave thing, and that they as a group, sta[illegible] against dishonesty, cruelty and meanness.

2. To create these ideas and ideals [illegible] certain kind of teaching is done.

3. The last half hour is spent in a ge[illegible] eral meeting, in which all join in singi[illegible] and in responsive service and listen to [illegible] short children's sermon. The use of th[illegible] words of the great religious masters and [illegible] music and poetry stir the emotion, ma[illegible] the children feel as well as know, that th[illegible] good in life is the one transcendently i[illegible] portant thing.

4. Each of the smaller groups, excep[illegible] ing the younger children, has an organiz[illegible] tion of its own for carrying on certain cha[illegible] itable enterprises. The Sunday contrib[illegible] tions of the children are used for charitab[illegible] work.

The following stories and subjects a[illegible] studied in the various groups in the A[illegible] sembly:

I. Fairy Stories and Fables.—The purpose [illegible] these is to develop the child's imagination, to gi[illegible] him a sense of unity with his environment, and [illegible] point out the simple duties of early child life. T[illegible] children of this group are seven and eight years [illegible] age.

II. The earlier stories from the Bible, deali[illegible] with the relations of parents, brothers and siste[illegible] and friends; the purpose being to make clear wh[illegible] these duties are and to give the children a sense [illegible] their sacredness.

III. The heroic figures of the Bible are given [illegible] the form of stories, and examples are also dra[illegible] from Greek history and fable. The special lesso[illegible] center around courage, loyalty, honor and self-sac[illegible] fice.

IV. The Hebrew moral code is studied becau[illegible] as a whole it deals with duties and virtues with[illegible] the comprehension of the children from eleven [illegible] twelve, and because it is the most concrete expo[illegible] tion which we have of justice, temperance, charit[illegible] honor to parents and so forth.

V. The Lessons of Freedom, illustrated fr[illegible] Greek history. Physical freedom and prowess a[illegible] shown to have been developed by the training [illegible] the Spartan children; intellectual freedom is [illegible] lustrated by the Athenians, and moral freedom [illegible]

the example of Socrates. The struggle for national independence is illustrated by the battles of the Greeks with the Persians. In the latter part of the year that part of Roman history is dwelt upon which deals with the rise of the Plebeians and with class struggle and freedom.

VI. As a preparation for the study of the New Testament, Hebrew history is briefly recounted. The stories of its chief heroes, martyrs and prophets are retold.

VII. The last year's work deals with the New Testament. A brief life of Jesus is given and a selected number of the parables discussed.

Many Unitarians use a course planned some years ago by the Western Unitarian Sunday School Society. This arranges for a six years' course with one-half the year a study of duties and for the remaining months with a study of religions. The initial year is used as a text book, that remarkable little book, "Beginnings," by A. W. Gould, which takes up questions: "How the World Began, How the Floods Came, How Laws, The Idea of God, Man, Language, Sin, Death, etc., etc., came into the world, give in turn the Biblical story, the myths of other nations and tribes of men, and the story as told by science.

The second year takes up the religions of the Older World, Egypt, Assyria, Persia, Greece, Rome, etc.; the third year is given to a study of the growth of the Hebrew religion; then the flowering of the Hebrew religion, with special reference to Jesus and Paul, partly chronological, but largely analytical study, as of Jesus and his attitude toward the poor, the rich, toward the sick. The sixth year studies the growth of Christianity under the Greek church, Roman Catholicism, Protestantism.

The last year subject is the flowering of Christianity; the rise and growth of the liberal religious movement. It is largely a study of martyrs, heroes, and leaders, from the Reformation down to our own Emerson, Channing, and Parker.

Jenkin Lloyd Jones interpolates in this course what he calls the blank leaf between the Old and the New Testaments, being a study of the Apocrapha. The spirit of this course is such as to fill the children with an appreciation of the inspiring search of man from the beginning of time for truth; for union and communion with a power higher than himself; of the passion for righteousness, which was in man from the beginning and has grown as he has grown in knowledge, insight and love.

"Noble Lives and Noble Deeds," by Edward A. Horton, is used by many in a study of Duties.

In Mr. Jones' Sunday school the children learn little by little each year and repeat in concert some great and beautiful message of inspiration. One year it may be the ten commandments; another time the XVIII Chapter of Corinthians; one year they memorized the beatitudes and one season it was Ruskin's Creed of the Guild of St. George, which became forever a part of the child's mind and heart.

The youngest children in this school are under the guidance of trained kindergartners.

In this course the children think out the answers to certain questions each week and write out the replies in their own language. Some pregnant sentence from the particular person or race being studied is also committed to memory, so that at the end of the year the mind has a rich store of wise and helpful statements of truth.

Drawings made by the children and pictures sought out utilize the child's instinct for self-activity.

UNIVERSITY INTEREST

One of the signs of the times which should most encourage the progressive Sunday school educator is the fact that the great universities are beginning to take hold of the matter. Many of the faculty of the University of Chicago have for some time been writing upon this subject after more or less practical experience on the field. The trained teacher, with his knowledge of the child-mind and his acquaintance with pagan as well as Bible myths and literature and history is coming to the aid of the Sunday school. For some years there has been in Chicago a Sunday school in which advanced theory is tested by educational experts.

We have at hand specimen pages from "Child Religion in Song and Story," by Georgia L. Chamberlain and Mary Root Kern. It is written with both mother and Sunday school teacher in mind, and gives songs, stories and suggestions for group work. The book would seem to be quite up to date in both matter and method. The Bible story of creation is told as myth, not as fact, and the present scientific theories are explained in a simple manner. For stories to illustrate different virtues or faults the author fearlessly draws from material outside the Bible. "We would not," says the writer, "lead the children to feel that religion is only in the Bible. It should

be brought to their attention through nature and through outside literature as well. . . . The wealth of story material in the Bible is so great, and if not introduced in the period of childhood is so likely to be ignored, that but three lessons in the series are presented through outside stories."

Another book, published by the University of Chicago, is "An Outline of a Bible-School Curriculum," by George William Pease. This teacher-author also feels quite free to draw upon other than Biblical sources for his lesson material. He has included "the revelation of God in physical and human nature as well, being fully aware of the importance of weaving the familiar phenomena of the child's every-day environment into the fabric of the moral and religious lesson."

The course is graded and covers seventeen consecutive years.

Columbia University is also working out a Sunday school course in connection with the Horace Mann School.

IN THE PUBLIC SCHOOL

Several years ago, preceding the great and imposing convention of the Religious Education Society, the Northwestern University, Evanston, Ill., celebrated its fiftieth anniversary by a great meeting to discuss the special problem of the academics and the High Schools. Principals, superintendents, and supervisors from every section of the country attended this convention. Of unusual interest were the sessions which discussed the question of how moral and religious training could be secured to the pupils of the public schools. This convention was significant of the growing sense of a lack somewhere in our system.

Educators and educationists of every phase of religious thought have for some time been dissatisfied with the results of the public schools, as shown in the characters of the pupils. As met in the business world the average graduate of the schools gives little evidence of high principle or the power to resist temptation; of a generous or even just regard for the comfort or pleasure of others, of faithfulness in daily toil.

Many thinkers are inclined to place the responsibility for this really serious state of affairs upon the lack of moral and religious training in the schools, and are endeavoring to find a way out of the tangle.

Direct religious instruction is, as we all know, impossible in the public schools themselves. The problem then consists in deciding whether direct moral teaching is feasible or desirable; upon what principles it should be based; what books and methods may be used; whether the Bible may be used as a text book or not.

This brings us at once to the much-argued questions as to the use of the Bible in any way at all in the schools whether as text book of religion or of literature.

PSYCHOLOGY OF RELIGION AND MORALITY.

Norman Wilde, of the University of Minnesota, contributes to the September "Educational Review" an important paper upon the "Psychology of Religion and Morality," which makes an excellent connecting link between Sunday and the day school discussions.

Mr. Wilde, speaking of religious psychology, gives some of the implications of the "young science," stating that the "very existence of the science has emphasized the fact that religion is a part of the natural experience of man, not a graft artificially induced, but a product of the essential forces which make him man. . . . The problem of religious education is not how to add religion to a nature devoid of it, but how to develop religion in a life already disposed to it."

Then follows this important declaration:

> Conversion is not reversion but development. This means of course the throwing of the educational emphasis backward upon the earlier years of life rather than waiting for the years of conscious choice in adolescence. . . . It is folly to allow the child to grow up without religion in order that it may be forced upon it by a violent disturbance in its later life. If we are to have an ideal religion for manhood the seed must be planted in the congenial soil of childhood.

Again, he states that "psychology has emphasized religion as an experience," as he points out, religion as formerly defined, was largely a matter of belief. Now,

> "Comparing typical examples of religious experience, it has shown that the constant and invariable element is not any form of intellectual belief but rather a certain practical attitude of will and its accompanying emotions. Conversion may occur without any definite conception being involved and vital religious experience continue without any formulated account of its self or its relation to God. Beliefs are wholly secondary matters and are the results of education before or after conversion. . . . Religion is not knowledge but life, and the methods of education for it are not those adapted to the impartation of ideas, but to the suggestion of a way of life. Training and influence and limitation are the means of religious education, not instruction in catechisms or theological systems."

Mr. Wilde does not attempt to define

religion, but states the characteristics of the religious attitude briefly as thus:

"Recognition of, and adjustment to, a supreme order of life. The religious man is he who recognizes a meaning in life, who has faith that it is not a mere chaos of events without order and without value, but an intelligible system in which it is possible to live a reasonable life. And this system he believes to be an absolute system to which his own subjective desires and aims are to be strictly subordinate. The values which he recognizes are not individual but over-individual desires. He feels himself to be a member, humble, but necessary, in this supreme spiritual order of life."

Modern psychology in proving that the child is not a little man, but is quite different in mind as in body from the adult, declares that it is to have a religion of its own, one fitted to its needs and not to that of its parents.

"His religion must be the spontaneous outgrowth of his own needs and nature, the expression of his own life."

Extracts are quoted by our writer to illustrate by a few instances the great variety and richness possible in such religious experience.

"Instances," he says, "might be multiplied almost at will from literature and philosophy of these extra-ecclesiastical religious experiences, but these suggestions are enough of the possible breadth and variety of the consciousness of God. If religion is man's supreme adjustment to life then whatever reveals to him something of its supreme worth will be for him a revelation of God and an incentive to his service."

Mr. Wilde's final conclusion is that:

The task of religious education is to rouse a sense of the truth that life has a meaning and that the individual must interpret that meaning or fail in the problem of life. This is a much more difficult task than the teaching of the catechism or Bible history, but it is the only thing worth while. And how is it to be done? Only by suggestion and example. Imitation is the key to life. Only as the child finds others practically believing in, and seeking to interpret, the meaning of life will he himself do the same. It is the reality of the actual religion of others that must rouse his questioning and induce his practice."

He finds the remedy for the present problem:

"Not in making religion a school study, but in having school studies so taught that they may be felt as implying a religious view of the world."

Upon this background, argues Mr. Wilde, could be developed the specific religious life as desired by parents.

WHAT MAY THE SCHOOLS DO?

In "Religious Education" for August, Walter L. Hervey, Ph. D., has a paper upon "Moral Education in the Public Elementary Schools." This gives in a general way the present status of the subject in the United States.

He speaks of the great differences in the school laws of the different states, in some of which the use of the Bible is expressly forbidden. In others the reading from it is allowed, but word or comment thereon is forbidden. In other states the use or non-use of it appears to be left to the judgment of the teacher or the prevailing sentiment of the community.

As regards education in morals there seems to be equal diversity. In a few states only is a syllabus in morals offered by state authority.

Two states, Virginia and South Dakota, are at present devising some system of moral instruction, the latter to be on a basis of scripture.

But not long ago, we learn, that an attempt on the part of the Empire state to introduce a bill compelling moral instruction met with "determined and overwhelming opposition."

Formal text book study in morals also seems at present opposed to prevailing sentiment.

RELIGION AND DEMOCRACY.

In the latest number of this same journal (October) is a paper by United States Commissioner of Education Dr. Brown.

He points out that "religious education cannot permanently employ methods which are out of harmony with the methods of secular education."

Whereas in the middle ages institutional religion was the mould in which most children were educated, today it is natural science which rules the minds of men. "And modern education is allied with modern science"; we may confidently expect that it will in this age mould religious education to its standards and processes.

Dr. Brown points out that the science of this age is the same science throughout the world, forming a bond that unites all peoples. But "religion, as well as science, stands for a permanent need of the human soul," and although Dr. Brown believes that in the distant future the differences of the sects today will become subordinate to religious affirmations as wide as undegenerate mankind," he recognizes that we are living in an age of sectarianism.

Dr. Brown sees that in modern science education tallied not only with modern science but with democracy.

Even in monarchical lands this is true. . . . "our secular education, as both democratic and scientific, finds its greatest elevation, it makes its warmest claim to the devotion of men, on the moral plane. Democratic education seeks the good of every man because he is man, and so reaches its

high moral conception of social service. Scientific education teaches men to follow truth for the sake of truth, in the full conviction that human interests and clear truth must in the end be one. In its pure devotion to truth, natural science is moral, unswervingly moral."

Dr. Brown points out that there is a drifting away in this age from the old doctrinal and ecclesiastical elements and that a great part of religious aspiration and emotion rises outside the churches, but that it is none the less religious. "For many in the present age" religion is reached by the moral sense, rather than morals by the way of religion. It is rather through the moral sense, through the hunger after righteousness they find a moral universe in which the all-righteous God is their Father. According to our writer, then, for the sake of re-religion's own self, education today must be true to its character of today."

Dr. Brown, therefore, believes that the most vital meeting place for education and religion in this age is on the moral plane. Through its emphasis on moral conceptions, education itself, secular education, if you would call it such, may help religion to work its way through and overcome its present-day sectarianism. Education will be the best ally of religion in this age if it holds true to its alliance with science and democracy.

Dr. Brown's emphasis upon this great democratic foundation of our education is certainly in accord with the meaning of our Christmas festival. We cannot refrain from quoting one paragraph at length:

"Observe now vitally the several lines converge. Democracy stands for the brotherhood of man. Religions bases that brotherhood on what is ultimately a more cohesive and organic conception, the Fatherhood of God. In this humanitarian age, however, it seems more probable that the great majority of men will find the Father through that brotherhood rather than find brotherhood through a prior knowledge of the Father."

A PRACTICAL SUGGESTION.

In "Education" for October, Selden P. Delany, Dean of All Saints' Cathedral, has an article bearing upon this subject. This is a plea for direct moral, or rather religious, training, not in the public schools but allowed for by the school program. Dean Delany contends that "It is not to be expected that children will ever care anything for moral character if for five days in the week they are taught all about mathematics, geography, spelling, reading, literature and science, but nothing about morality. Children are not fools. They are logical enough to conclude that the things they are taught in school must be important things of life, while the things that are not mentioned must be the unimportant things." The writer believes that the foundations of Christian morality are to be found in the facts and revealed truths of the Christian religion only. He thinks religion should be taught along with morality. He finds the answers for the most part unsatisfactory which different schools of ethical thought give to the question, "Why must I do right?"

To him, the only reply that is conclusive and compelling is that of Christianity. "We must do right because it is the will of God, and our true welfare here and for eternity depends on our conforming to His will." The good Dean seems to pass over lightly the innumerable religious wars, the persecutions and the agonies that have been suffered all through the ages because men differed as to just what was the true will of God.

Nevertheless, the plan he suggests for meeting our public school difficulty is a good one. He would have the school hours so arranged that once a week the children might be permitted to absent themselves for one morning or afternoon to attend religious instruction in their own churches. The privilege could be limited as to ages of the children or unlimited. "It ought to be a simple matter so to arrange the curriculum that religious instruction could be substituted for other studies of a voluntary character, such as manual training, elocution botany, etc. According to this plan the responsibility for the moral training of children would rest upon their parents, where it ought to rest. Apparently, it leaves the parent and the church to take advantage of such opportunity or not and, as he suggests it would undoubtedly furnish the churches with a stimulus to make the religious instruction as thorough as possible and to base it on the most approved pedagogical principles.

Dean Delaney proceeds to state that such an idea is by no means new, being widely discussed by leaders in religious education

At the Inter-Church Conference in New York, 1905, the plan was advocated by Dr Wenner, President of the Lutheran Synod of New York and New Jersey. A similar proposal was made by a Roman Catholic Father McDermott. Another conference was held in New York in 1906, in which al

denominations took part, including Jews and Unitarians. In April and again in May of that year other meetings followed.

The plan proposed seems quite feasible in its main outlines. It allows for the different convictions of all religious or non-religious bodies and for all who feel that the religious instinct of the child and of the race should have recognition and nurture, and at the same time would relieve Roman Catholics and Lutherans of the burden of maintaining their own parochial schools.

In "Education" last year, Prof. Paul H. Hanus had two articles upon "School Instruction in Religion," in which he advocated Bible schools maintained each by its own denomination, wherein should be given detailed instruction in the Bible. He makes the church responsible for religious education as such. He believes that formal instruction in religion in the public schools is undesirable, unnecessary, and in most cases legally impossible. He claims that the "decline of religious faith and morality went on under compulsory religious instruction and in an atmosphere saturated with ecclesiasticism in school and college"; and that the growth of religious faith and morality is contemporaneous with the gradual emancipation of the school and college from the incubus of compulsion in religion, and with the growth of the free, secular, public school. Prof. Hanus has the optimism of genuine faith and believes "that it will soon be popular to be an earnest and honest public official, and at the same time more profitable than to be a shirking, or self-seeking or dishonest official."

He does think it both possible and desirable to have moral instruction in the schools, the aims of such instruction to be: 1. To inculcate respect for physical health because the welfare of self and the race depends upon it. 2. To inculcate respect for the idea of the "virtues of work," the need and blessing of steady employment as the indispensable means of ministering to the welfare and happiness of the individual and the race. 3. To inculcate reverence and love for truth, beauty, and goodness, whether of nature and art, and hatred of vileness. 4. To cultivate the native instinct for sympathy until it becomes a controlling influence in conduct.

Prof. Hanus quotes from several authorities to show that religion as a subject of study, conducted as in Germany, does not accomplish the purpose. One sums up the case in the statement: "In the lower grades it is without effect and in the upper grades it breeds hypocrisy."

Winthrop D. Sheldon contributed three important papers to "Education" last year, in which he gave some truly practical suggestions toward a program for Ethical Teaching in the schools. See December, 1906, January and February, 1907.

He groups the subject-matter under nine heads. The school, considered as an institution established by the community and the state and the ethical relations and obligations to it of the pupil. 2. Some general topics. 3. The essentials of personal character. 4. The ethics of the playground. 5. Of the home. 6. Of business life. 7. Of social life. 8. Of citizenship. 9. Of war.

Under each of these he suggests from ten to thirty sub-topics. The ninth topic, "Ethics of War," is especially interesting and timely.

The second article closes with a few suggestions as to sources of material for illustration. The Bible is named as an important source, but "varied material may be found in newspapers and periodicals of the day, all the more interesting and striking because drawn from the living, acting present." The February number gives an extended list of helpful books.

Coming down to what has actually been accomplished in the matter of incorporating ethical courses in a school, we must, of course, look into the Ethical Culture School.

Those of the Ethical Culture School who have been working upon this problem for so many years reply to the criticism that moral instruction involves a "series of cold and abstract intellectual exercises, that the rules of conduct are apt to be treated like the rules of arithmetic, that the feelings and the will are neglected and the connection between moral precept and moral action weakened with the statement that the appeal of the Ethics teacher is to the intellect, the feelings and the will conjointly, and that pains are taken to provide outlets for the awakened sense of duty in practical philanthropic activities.

The final ideal for which these educators are working is to bring into harmonious relation the three ideals of individual efficiency, social stability, and social progress.

The course followed follows practically along the lines of the Childrens' Assembly, given on page , and will not be repeated here. We will merely briefly say that in the

higher grades the study includes a look into the penal legislation of New York state; slavery is made a subject of study, as well as the abject condition of the poor in our large cities. Also a study of the negro problem and allied questions; leading to considerations of the moral questions involved in the use of wealth, of position, of opportunities, and other privileges. Another year, interest centers around the ethics of business and vocations generally. Still later, the ethics of the state and of politics, of taxation, etc., is worked out.

Throughout these studies the character and attitude of the teacher is regarded as of supreme importance, that reverence for the right ma-- be inculcated and the children saved from anvthing like casuistry or argument for the sake of argument.

The Ethical Culture School, while not perhaps teaching religion as such, does aim, as its central object, to put the child in possession of himself with a sense of his obligation to the present and the future, to employ his powers not for mere personal ends, but that he may thereby realize his highest self in service to society. Literature, history, and art are taught throughout tematic course in ethics is taught throughout the school and its celebration and festivals are employed as at once forms of the school, as means to this end. A syshomage of the past, and suggestive vehicles of ideals for the future.

We have, perhaps, in the foregoing pages quoted too copiously from the various writers cited, but in this season of joy and universal good-will it seemed a happy privilege to give the illuminating extracts from writers representing very different points of view, but all of which express the same high consciousness of the supreme value of the child; the same desire to bring to richest fulfillment for the service of the Most High, all of the inhe-ent possibilities in body, mind, and spirit. The consecrated teacher of whatever creed or sect will rejoice to find that there is at his disposal such a store of rich educative suggestion; he will also rejoice to know that others of a different faith and viewpoint are also working, each in his own way, for the highest welfare of the little child, and that each and every one may contribute his quota of faithful service and helpful suggestion. To him who beholds the Divine spark in each inhabitant of our country, in every town, is seen the possibilities of a Celestial City. Tradition says that it was a kindly wolf that suckled the founder of the Roman Empire. What may be expected of our cities when each inhabitant receives the nurture befitting the children of the Divine?

MONTHLY DIGEST OF THE EDUCATIONAL PRESS ABROAD

FROF. F. MUENCH

1. GERMANY.

The resignation of Dr. Von Studt, the Prussian Minister of Education and Public Worship, and the appointment of Dr. Holle to that office, are officially announced on the first page of the "Zentrabblatt fuer fuer et sesammtc Unterrichts-Verwaltung im Koenigrirch Preussen." Brief and matter-of-fact as the edict appears, great changes are expected from it. The retiring minister was known as a stern and strenuous upholder of religious instruction in all Prussian public schools to the point even of the inoculation of all secular instruction with religious sentiment. This will no longer be thus; for, although no radical changes may he expected for some time to come, it is certain that a far more liberal spirit will characterize the new minister's administration. Two or three measures, instructed by him from the very outset and published in the "Zentrabblatt" would seem to indicate it. The first of these authorizes the appointment of special female teachers in the branches of feminine gymnasadministration. Two or three measures, instituted tresses in the departments of housekeeping and practical hygiene, while the second and third refer respectively to more liberal pensions for teachers and more ample provisions for the widows and orphans of teachers. This is undoubtedly a step in the right direction and augurs well for the introduction of more comprehensive and liberal attractions throughout the whole domain of education in Prussia.

The "Blaetter fuer das Gymnasial Schulwesen in Baiern" (Bavaria), breathe the same spirit of educational progress in that country, as does the Zentralblatt for Prussia. One of the most interesting essays in this journal is one entitled, "Higher Geography in Gymnasiums," by Dr. Enzensprenger, which advocates the introduction of scientific treatment in connection with linguistic and classic study and all historical branches. Such a combination, it is claimed, would tend towards ridding classical learning from much of the purely scholastic character that is still attached to it.

The "Archiv fuer die gesammte Psychologic," E. Neumann and W. Wirth, editors, is as usual abounding in very profound and copious contributions, among which we note especially an article by Karl Buehler, entitled, "About Thoughts," conceived in an entirely new and as it seems to us, very practical and suggestive manner. Another article, by Otto Weiss, treats "The Registration of human heart-tones by means of soap-films, which method," illustrated by numerous photographs and drawings, appears to us as a great improvement over the many previous processes instituted for that special purpose.

The "Mittheilungen der Gerellschaft fuer deutsche Erziehungs-und Schul-Geschichte" contain several araicles of the highest interest to the students of Educational History. An account of the "Development of the School Book from the earliest stages to its present perfection," by Alfred Hinbaum, may not unaptly be called an objective lesson of pedagogy, as the school book is the visible representative of the educational status of a certain period.

Another equally interesting article by Dr. Beisclo treats the history of the Prussian Garrison schools, institutions which are little known, although they have considerably contributed to the progressive education. Both of the two articles are specially deserving of the attention of American teachers who desire to perfect their knowledge of the History of Education.

Another publication of equal interest to teachers is the "Deutsche Schul-Monats schrift," edited by the German Teachers' Union. The issue of last month of this journal brings to an end Mr. Thos. Mack's essay on "The philosophical foundations of Pestalozzi's pedagogy," an article which well merits to be re-read in order to grasp it in its entirety. Another article superscribed "Defects of our Educational System," though highly interesting, seems to us somewhat too radical.

2. FRANCE.

The "Revue Pedagogique" contains first an essay by Mr. F. Delattre on the "Infantine Literature of England, from its origin to the present day," demonstrating the wealth of English folk-lore in its fullest light; secondly, a "Proposition for the Celebration of some special event by the National Schools," for which purpose the twenty-fifth anniversary of the school law is proposed for this year, and thirdly, what seems to us the most interesting article of all: "Chronicle of Primary Education in France."

"The Revue Internationale de l'Enseignenent Superieure" is replete, as always, with very thoughtful and timely contributions, among which we especially name: "The Royal French College of Berlin, from 1686-1907," by H. Schoen; and the "Education of Young Girls in Germany," by Louis Weill. The institution described in the former article was founded by the exiled French Huguenots with the co-operation of the Elector of Prussia and has continued to exist and prosper under the patronage of his successors.

"The Revue de l'Enseignement Post-Scolaire" contains quite a good many readable articles, among which M. Hubert's essay on "Educational Stagnation" may find a special mention.

3. ENGLAND.

In last month's issue of the "Practical Teacher" we note particularly a report of the educational Federal Conference at Saxton Hall, where pedagogues from Great Britain, Ireland, and many British colonies met and discussed various subjects of interest in common to all.

The "School Guardian devotes quite a number of pages to the all-absorbing national problem, the Reform Bill, and discusses the possible solution of the vexed question, as lately proposed by Sir Henry Campbell-Bannermann. The "Guardian," however, seems to cherish little hope in the measure proposed and finds the only possible solution in the abolition of the House of Lords.

GENERAL EDUCATIONAL ITEMS FROM ABROAD.

The "Educational News" of Edinboro, Scotland, reports a movement among Scotch school teachers directed against every kind of secrecy in the appointment of teachers and demanding for all teachers the privilege of inspecting all letters received by school authorities with regard to the installation of teachers. Up to this time this privilege has been denied to prospective candidates.

The "Frankfurt Schat-zeitung (Germany), contains among other communications one from Switzerland, reporting the free distribution of school books among the school children of thirteen Swiss cantons, which has uniformly resulted in a great improvement in the pupil's progress.

The "Paedagogische Zeitung and Volksschul-Journal" agitates an effective and vigorous co-operation of the children's parents with the teachers of their respective schools, and advocates regular monthly and even weekly meetings between the parents and teachers for the creation of a greater mutual interest in educational matters.

"Lo E'cole Nationale of Brussels (Belgium), discusses the introduction of the Flemish language into such national schools of the kingdom, where hitherto the French tongue was alone taught and practised. The Wallons, who speak only French, having a great majority in the Chambers, it is hardly probable that the measure will be carried out throughout all Belgium.

"L'Educateur (Paris), mentions the interesting fact, that the Portuguese government will annually send forth a number of teachers from Portugal to the educational centers of Europe and America, with the two-fold purpose of studying the schools in the different countries and of inducing there the recognition of the Portuguese language, which hitherto has been more or less ignored in the curriculums of educational institutions.

As the proposed spelling reforms has failed to be adopted in France, as it has in America, M. Brial suggests in the "Revue Blase" the annual and gradual introduction of a certain number of words, the spelling of which, has been remodelled, and hopes that so, after all the spelling reform may be realized during a course of years. As the school books could hardly be altered every year, it would seem to us that, plausible as the proposition is otherwise, the desired result can not be attained.

In "Le Volume" Professor Germontes, a prominent French educator, recommends the re-introduction of school prizes, which had been done away with in French public schools. His arguments, however, in favor of return to this antiquated method are not likely to be shared by the majority of enlightened teachers.

NOTES FROM THE FIELD

NOTES FROM THE FIELD.

Miss Hortense May Orcutt, long connected with the New York City public schools, and who wrote the valuable history of the kindergarten in New York City public schools, which was published in the "Kindergarten Magazine and Pedagogical Digest" last spring, has been called to southern fields. Those who knew her good work will be interested in the following extracts from the "Savannah Morning News":

Under the direction of the new supervisor, Miss Hortense Orcutt of New York, the Kate Baldwin Free Kindergartens opened the first of October. . .

Extensive improvements have been made in the kindergartens, particularly in Chatham kindergarten house, which has been entirely done over, the

walls in cream with brown borders and brown woodwork. In this building will be the class-room of the training school instead of, as last year, in the Public Library building. Improvements have also been made at Southside Kindergarten.

Eastside wil not be opened before the middle or last of October. Miss Vaughan, the director, is detained in the North by the serious illness of a friend. Miss Martha Sasnett, who so efficiently assisted Miss Newton in the general management of the kindergartens last winter, and who has been retained by Mr. Baldwin during the summer, has gone to New York to take a course in domestic science at Teachers' College. Miss Lasnett will be greatly missed from the force.

The need of greatly extending the kindergarten system in Savannah is very forcefully emphasized by the fact that for every kindergarten opened this fall there is a waiting list numbering nearly as many children as the kindergartens are able to enroll. It was not an easy thing for the kindergartners to turn away scores of eager mothers with responsive children, who coaxed to stay. Nor was it always easy to dicide as to just which children should be given the preference. At Southside children from a nearby day nursery, supported by the King's Daughters, and which is really a sort of orphan asylum, were given preference on account of their greater need. Trinity church kindergarten also has a waiting list of something like thirty children.

The demand for kindergartens in Savannah has grown far beyond the possibility of meeting it by any private organization or association. What is needed is not only that the Kate Baldwin Free Kindergarten Association continue its work, and Trinity church continue to support its large kindergarten, but in addition to these, kindergartens should be opened in connection with the public schools until all children of kindergarten age are provided for.

A new private kindergarten has just been opened in connection with the Haskell-Page School.

The Savannah Kindergarten Club, resuming its meetings the second Wednesday in October, enters this season upon its fourth year. The general subject selected for study is "Fundamental Educational Principles," as found in Froebel's Mother Play Book, and this will be discussed under eight heads, the club holding its meeting, as usual, once a month, from October through May.

The eleventh annual session of the Atlanta Kindergarten Normal Training School opened this year.

The school has been unable to meet its call for teachers the past summer. Five of the eight free kindergartens of Atlanta are in charge of the A. K. N. graduates. Many other graduates are engaged in various parts of Georgia and other states.

Miss D'Nena Bridger and Miss Charlotte Dunmoody of class '07, have opened a flourishing kindergarten in Dublin, Ga.; Miss Patty Sparks in Montezuma, Ga.; Miss Margurite Howland in Marietta, Ga.; Miss Margaret Cook, class of '97, is in charge of a kindergarten training school at Horoshiha Girls' School, Japan.

Miss Nina M. Whitman has been appointed to the kindergarten position in the Stevens Point, Wis Normal School, which has been occupied for som years by Miss Margaret Lee. Miss Whitman is graduate of the St. Paul Kindergarten Trainin School, and of Chicago Kindergarten College. Sh has had a varied experience of several years and i well equipped for her work.

There are at present in New Mexico but thre kindergartens (one being at Santa Fe), includin that at the State Normal at East Las Vegas. Bu a training department has been established in th Normal School with three students to form the firs class, and other parts of the state are waking up t their need. Raton is just ready for a kindergarte and Miss Lora J. Holmes, training teacher at th State Normal, expects soon to help start one. Th new life is stirring as well in Albuquerque.

The Froebel Club of Hartford, Conn., is enjoyin an extensive course in program making and meth ods for the kindergarten. This course, of forty lec tures, is being given by Miss Harriette Melissa Mills head of Department of Kindergarten Education c New York Froebel Normal. The club meets Satu day afternoons from two to four o'clock, and by s doing is able to have two lectures at each sessio one hour theory and one hour practice. The lec tures already given have been most beneficial to a and the club is congratulating itself on the goo fortune of having secured so able a leader as Mis Mills for this year's work.

"The School as the Instrument of the State," Ma Study Departure at the University of Wisconsi Last summer, late in the session of the Wisconsi legislature, a bill was passed establishing a corre spondence school as a department of the State a Madison. This establishes the crowning feature c the admirable educational system of that state.

Provision now exists in the state system of edu cation whereby, not only the youth of the commor wealth from the kindergarten to the universitie have educational opportunity, but the large grou of unclassified adults of all ages and all degrees c advancement is now also guaranteed, a responsib standardized system of instruction which may b pursued at home through the mails. This work i being made largely practical, and to relate effe tively in one way or another to the problems of li confronted by such an adult class of students. Th artisan or the clerk may receive elementary an technical training; the professional man may uti ize the new department for keeping abreast of th additions research is constantly making in ever field of knowledge; and the teacher may earn a co lege degree, "learning while earning."

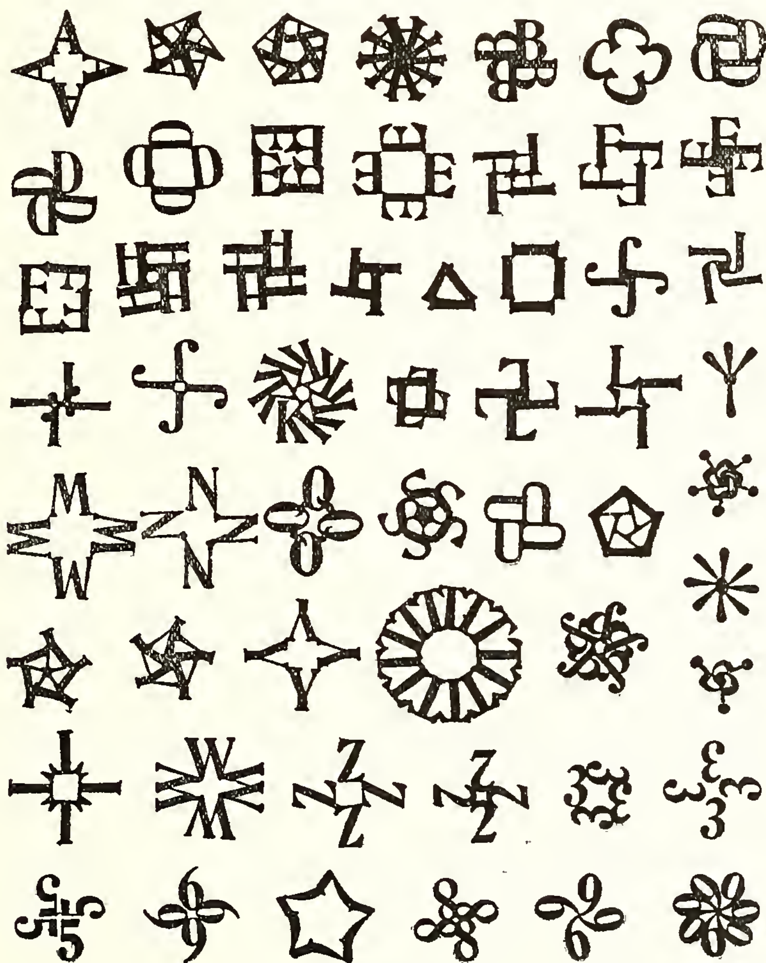
Correspondence students who are residents c Wisconsin have, besides exceptional co-operating as sistance from the state library system.

This establishes a new precedent for State Un versities in extending educational services to ever productive interest in the state similar to those s long and so effectively rendered by the agricultura colleges alone. This is one aspect of President Va Hise's interesting policy of "making the Universit the instrument of the state."

MAGAZINE NOTES

The November "Atlantic" is a 50c. anniversary number. It contains an unpublished poem of Lowell's written in 1857, the year in which the magazine was founded, he being its first editor. Charles Eliot Norton gives a few pages to the "Launching of the Magazine," and we learn that Emerson, Prescott, Longfellow, Holmes, Mrs. Stowe, and Motley contributed to the initial number. Th high ideal which dominated the first editors ha been maintained for fifty years. John T. Trow bridge tells of an "Early Contributor's Recolle tions," a delightful reminiscent paper. W. I Howell gives the "Recollections of an Atlantic Ed itorship." Fellow editors will read with sympa

thetic interest this glimpse behind the scenes. Thomas W. Higginson speaks on Literature, 1857-1907; Politics, 1857-1907, is treated by Woodrow Wilson, and Arthur Gilman allows us to Barmecide guests at the delightful Atlantic Dinners. Bliss Perry writes of Francis H. Underwood, the "Editor who never was Editor." It includes much interesting correspondence between the publishers and the contributors, whose co-operation they solicited for the magazine that never was born. "Unbound Old 'Atlantics'" is the enticing title of an article by Lida F. Baldwin. Walter H. Page writes of "The Writer of the University." Facsimilies of the original covers of the first number of the jour-



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Cortesy the School Arts Book

Designs Made by Two Boys with Rubber Fonts of Toy Printing Sets.

nal are given. The "Atlantic" has from the beginning kept nobly true to its creed as there given. Science, 1857-1907, is the contribution of Henry S. Pritchett. Hamilton W. Mabie speaks on Art during the same period, Architecture, Painting, Sculpture, Music.

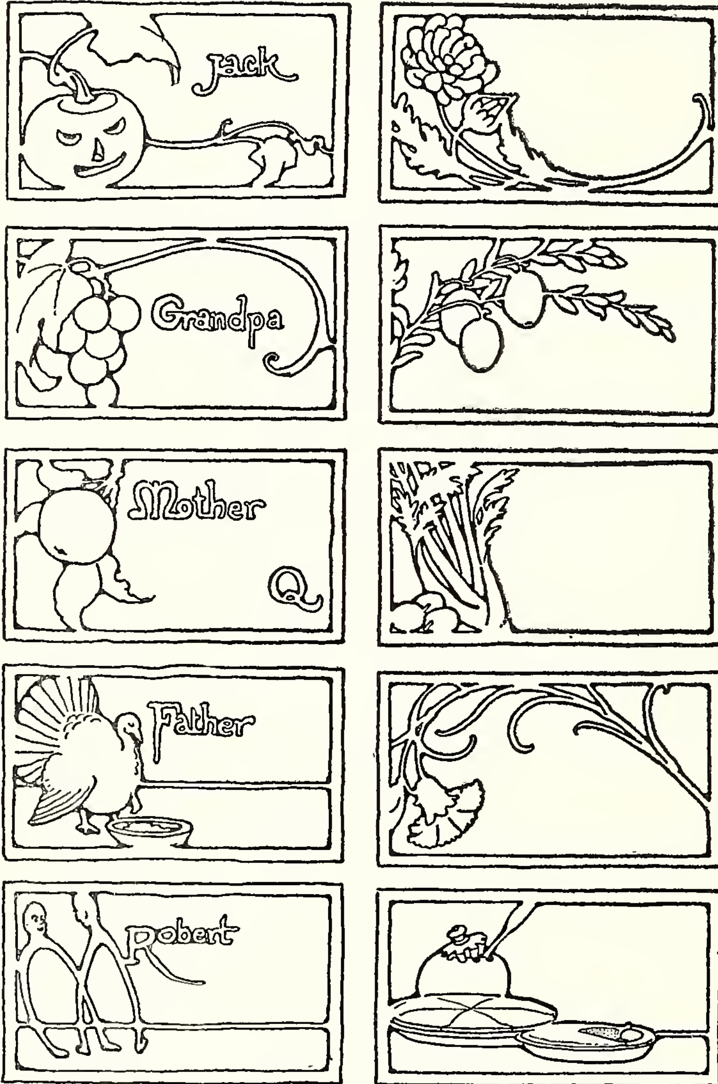
"The Pedagogical Seminary" contains, in its September number a "Study of Dolls Among Polish Children," by Mme. Anna Grudzinska. She used a part of Dr. Hall's questionaire as an aid in her study, receiving 182 answers from Warsaw and other parts of Poland. We are told that none of these children owned a bought doll. Those they owned had been made with their own hands. Doll play ceases at ten years of age with Polish children, owing to outside pressure of necessity, but when about twelve there is a recrudescence of interest in dolls "which is perhaps a cropping out of the maternal interest." It will be interesting to compare this data with that obtained by Dr. Hall.

In the same journal, Harlan H. Ballard discusses spelling reform under the title, "A Modern Babel." He is opposed to the reform movement, finding it "unnecessary, undesirable and impossible."

"The School Review" gives "the report of the New England Association of Teachers of English on Courses of Study" as its leading article. According to returns received this report finds "not a drift but an eddy. Change is in the air, but motive seems not to have risen to consciousness, and changes of emphasis or of order move blithely to the step of "all hands' round." The report throws light on shadowy phases of the present chaotic situation and its suggestions will undoubtedly lead directly or indirectly to better things in the future.

The "Chautauquan" for 1907-08 should be in every high school and every American home. It is running a series by John Graham Brooks, "As Others See Us, or America in the Light of Foreign Criticism," quoting from visitors to this country

from the early days and giving the cartoons and caricatures of noted draughtsmen of the different periods, that illustrateu the caustic, often highly prejudiced articles. "The Story of American Painting," by Edwin Spencer, is another valuable historic series, well illustrated. "Some Great American Scientists" is another set of articles which Americans should read. As will be seen from the above, the study of the C. L. S. C. centers this year



Courtesy School Arts Book

DESIGNS FOR NAME CARDS

around our own country. The volume will be valuable indeed for reference in time to come. "Our Talent for Bragging" is one sub topic of Mr. Brooks' paper for October.

If you want to understand that somewhat disputed term "Progenatism" read in the "Educational Review" for October the article "Progenatism and Education," by F. J. C. Woodbridge.

In the same journal W. H. Carpenter makes a plea for a "Rational Terminology."

In the November Harper's" Thomas R. Lounsbury of Yale writes on the "Causes of Expletives," finding that the desire for precision and fo strength of expression are the main agencies lead ing to the employment of such phrases as "wher from" for wnence"; "prepaid" for "paid," etc Teachers of English will be interested. "Socialism and Communism in Greece" is the title of an in teresting article by T. D. Seymour. LL. D., in th same magazine.

The "Catholic World" contains an article by th Countess de Courson called "Helen Keller's French Sister," describing the method by which Soeur Marguerite in a convent near Poitiers, France trained and educated a little girl, Marie Heurin blind, deaf and dumb from birth.

In the pages of this same journal we read that the Archbishop of Dublin favors changing the canon of obedience, making it compulsory to abstain from alcoholic rather than meat on days of fasting and abstinence."

The "School Arts Book," edited by Henry Turner Bailey, is an artistic little montuly published in

Worcester, Mass. It is brimful each month with articles suggestive and inspiring for all who teach art.

In the November number was published a charming design for a book mark, charming in its simple lines and good proportions and appropriate sentiment, which the publishers kindly allow us to reproduce. We are permitted to print also an interesting set of designs made by two boys with the rubber fonts of their toy printing set. Those who have read Ruskin's "Two Paths" will be reminded of the design shown there as an illustration of order, symmetry and number in design and the discussion there suggested. Another set of practical suggestions is seen in the designs for name cards for a Thanksgiving table, which may with little change be adapted to other festivals. The "School Arts Book" encourages original effort on the part of teachers and children while maintaining the highest standards of conception and of execution.

Two important serial features of the seventy-fifth volume of "The Century" begin in the November issue: Mrs. George Cornwallis-West's reminiscences of her life as Lady Randolph Churchill and Prof. Percival Lowell's papers on "Mars as the Abode of Life."

Specially timely articles—though of widely diverse interest—are sympathetic reminiscences of "Grieg the Man," by a friend, William Peters; a suggestive discussion of "Automobile Problems," by Henry B. Anderson, and Ernest Thompson Seton's paper on "The Natural History of the Ten Commandments," setting forth in detail the author's reasons for believing that some, at least, of the ten commandments have a certain effect of law among animals. With our daily papers filling column after column with details of divorce suits and the apparently increasing disregard of the sanctity of the marriage tie, it is interesting to read that: Upon the whole, we find the animals succeeding—that is, avoiding disease and holding their own, spreading, and high in the scale—in proportion as they approach the ideal union.

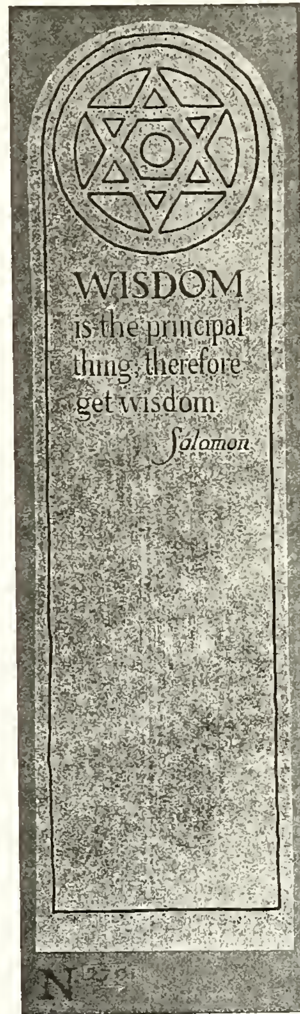
"St. Nicholas" for 1907-08 will contain a serial by Major-General O. O. Howard on "Famous Indian Chiefs." The November number contains an article describing how some boys made a balloon of 256 newspapers "and an amount of paste and patience."

The "School Arts Book" has entered upon its seventh year replete with inspiring matter.

Miss Irene Sargent has an interesting article on Benvennto Cellini and his work.

Miss Reed under the caption "Rythmic Ruler" gives some interesting illustrations of problems worked out by her students. Such results speak for themselves.

The "Manual Training Magazine" comes to us decked in a new cover and as a bi-monthly magazine. It is full of good things for the manual training teacher, notably the exhaustively illustrated



Courtesy School Arts Book

DESIGN FOR BOOK MARK

article on joints by Mr. Noyes of Teachers' College.

Our best wishes go to the magazine on its new venture.

THE DOLL'S HOSPITAL—BEFORE CHRISTMAS.

It is a pretty custom that holds in Germany—that of making ready for the Christchild by cleaning up the playroom and putting all the toys and playthings in good order, that all may be sweet and fresh and clean to welcome the little Visitor.

This idea may be happily adapted to the kindergarten. Let the children help the teacher get room and closets in order for the beautiful Christmas festival. Different children may be given the paste dishes to wash and wipe. Others may look over the gift boxes and help glue together broken covers. Some can mend the cardboard boxes which hold thread and needles, and all may assist in one way or another.

The kindergarten toys also should be inspected. Dolls may be doctored and surgical operations performed on them; other children, as upholsterers, may mend furniture, while yet others sew new bells on the reins or put a new coat of paint on the toy animals. If your kindergarten is one composed of the children of well-to-do parents the little folks may wish to bring to the kindergarten some of their home toys that are discarded or broken and repair them to give away to others less fortunate. This giving away of an old, worn and beloved toy, may involve more of sacrifice on the part of a child than the spending its own money to purchase a brand-new gift. It is giving something that really is his, and possibly dear to him because of many happy hours together in the storm and stress of childhood.

BOOK NOTES

"Geographical Stories Retold from St. Nicholas," in six volumes. This is an attractive series of books of adventure, travel, and description, chiefly in the great sections of the United States. 1. Western Frontier Stories are told respectively by Joaquin Miller, Harry Perry Robinson, Mary Austin, Maurice Thompson, Frederick Funston, and others, and recounts thrilling adventures which call for courage, hardihood, quick wit in emergencies and other sterling qualities of border life. 2. Stories of the Great Lakes are told by Gustav Kobbe, Mrs. Scuyler Van Rensselaer, H. S. Canfield, W. S. Harwood, Lieut. W. G. Ross, U. S., Rev. Cutter Service, Howard F. Sprague, and others. Among the alluring titles are: "The Life Savers Ride of a Hundred Miles"; "A Boy's Recollections of the Great Chicago Fire"; "Dog Teams and Sledges in Michigan"; "In a Forest Aflame." 3. Island Stories takes the reader further afield. F. A. Collins describes Robinson Crusoe's Island; Osgood Welsh tells about Cuba; Rosalie Kaufmann gives "A Little Talk About the Philippine Islands," and Bishop Potter recounts his "Impression of the Hawaiian Islands." H. B. Stimson contributes "Tale of the Cannibal Islands." 4. "Stories of Strange Sights" tell something of mirages, ocean storms, waterspouts, etc., with one chapter on "Queer Carriers," describing the means by which burdens are carried in some parts of the world. 5. Stories of Stories, the sea, and 6. Southern Stories, complete the stories. Century Co., N. Y.

"A Brief Course in History of Education," Paul Monroe, Ph. D., Professor in History of Education, Teachers' College, Columbia University. Macmillan, publisher.

Specialization is, today, the dominant note in the field of education. But here, as elsewhere, specialization is safe only in so far as the specialty is seen in its relationship to the general movement within which it takes its rise. Hence, in the professional training of teachers in Normal and Training Schools, special training must be given setting or perspective in the study of a general history of education.

In this volume, Dr. S. Monroe responds to a need of training school in providing a text book that presents the essential movements of the history of education. This is a text hook intended to present a maximum amount of stimulating information in a minimum of space, and is an abridgement of a larger volume published in 1905. Its point of view is the essentially dynamic character of the educational movement which is traced from primitive education to its development into the eclectic tendencies of the present time. This volume will meet a need of kindergarten training teachers who recognize the necessity of viewing the kindergarten, not as an isolable institution, but, rather, as a factor in the general educational movement. To these teachers the section dealing with the Froebelian movement will be of especial interest, since here, Dr. Monroe gives to Froebel a juster appreciation than has been accorded by other historians.

Dr. Monroe approaches his task with the deep earnestness befitting his theme—"the ever solving, but never solved problems of education."

"The Open Road Library of Juvenile Literature, Rhymes, and Stories"; compiled and edited by Marian F. Lansing; published by Ginn & Co.

This is the initial volume of a series which is to include fairy tale, folk lore, myth, legend, stories of history, explorations, nature, science and biography. In this number are presented familiar rhymes that gradually pass to the more extended poems and stories that are, or should be, constitutive of every child's thought previous to taking u[p] the conventional study of literature. This littl[e] volume argues well for the success of the serie[s]. The appeal to the eye is pleasant. The illustra[-]tions, by Charles Copeland, are simple and mean[-]ingful.

"A Book of Nursery Songs and Rhymes," edite[d] by T. Baring-Gould; published by McClurg C[o.] Chicago.

Still another collection of nursery songs an[d] rhymes! But this collection is unique. The fir[m] selective judgment of its editor has retained onl[y] the finest and best that this province of literatur[e] affords. Not only may one find here one's favorit[e] rhymes, but the value of these rhymes is enhance[d] by a setting of more than ordinary attractivenes[s] which includes border decoration and quaint illu[s]trations on wood.

A holiday gift book, which both children an[d] adults will appreciate.

"Another Book of Verses for Children;" edite[d] by E. V. Lucas; illustrated by F. D. Bidford. Ma[c]millan, publisher.

Accompanying a frontispiece and title page i[n] charming colors is this sentiment:

> "We know not who in olden time
> It was who first invented rhyme;
> But few have done as much as he
> To brighten things for you and me."

This is a book of poetry for children, and is in[-]tended to be read aloud. On reading the table o[f] contents one is convinced that the term "children[''] is used in its widest application, since the selec[-]tions range from the most recent nonsense rhyme[s] of Cosmo Monkhouse to poems such as Words[-]worth's "I wandered lonely as a cloud." Strang[e] indeed, would be the child, young or old, for whom this book does not offer resources of entertainmen[t] and culture.

"Father and Baby Plays"; by Emilie Poulsson[;] illustrations by Florence E. Stover; music b[y] Theresa Garrison and Charles Cornish. Publishe[d] by The Century Co., New York.

It is a commonplace of experience that when there are playing children and responsive mother[s] there exist mother plays and mother songs. Th[e] province of the mutual life of mother and child [is] one of great interest, since many peoples in man[y] lands possess a repertoire that indicates the ex[-]periences, grave or gay, that enter into the life o[f] mother and child, under cover of song and play. But the province of father play has remained un[-]known, awaiting the coming of one whose insigh[t] should discover its resources and make use of them for the mutual development of father and chil[d]. Miss Emilie Poulsson has entered and taken pos[-]session of this unfamiliar province in which th[e] father's play with baby is its crowning deligh[t]. In this book Miss Poulsson has made it possible fo[r] us to understand a little of the joyous intimacy o[f] the play life of father and child. She tells us tha[t] "without play, motherly and fatherly play, plent[y] of it, day in and day out, not only is the baby th[e] loser, but parents lose much also." And so her[e] are pick-a-back plays, tossing, jumping, trotting and hiding plays, shadow plays, rockaby and quie[t] plays, each having its accompanying rhyme an[d] rhythm, making an appeal to the awakening con[-]sciousness of the child and leaving an impressio[n] that nothing can ever quite obliterate. In it[s] spontaneity and simplicity the book is delightfull[y] refreshing and stimulating. Its illustrations ar[e] good and the music pleasing and appropriate. Mis[s]

rison has been especially happy in the music the rockaby song, "Baby Dear." Every father ıld know this song and be able to croon it to baby when playtime is over, feeling with the d its charm of exquisite tenderness.

his book has a unique message. It has been red with convincing power by one whose uner- intuitions search out the hidden meanings of and lift them into the clear light of con- usness for the guidance of all who love chil- ı. It is a valuable contribution to the literature play, and is an especially valuable book for ers to own. It should meet with large appre- ion as a holiday gift book.

Mother Goose in Silhouette," cut by Katherin Buffum. This trim little book will interest the ll child very much and will undoubtedly incline to ask for the scissors that he may try to cut lar pictures. Nearly all of the familiar Mother se verses are cleverly illustrated by these well- clearly defined silhouettes. The "cobwebs," ch are so soon to be swept away by the old wo- ı (whose basket would seem to have been first air-ship), are ingeniously suspended from s to crescent moon. Price 75c. Houghton, lin Co.

American Indian Fairy Tales," by Margaret ıpton. A handsome volume containing fifteen ies based upon government reports of Indian and the folk-lore found in Schoolcraft, Copway Catlin. Between the lines one catches an en- tening glimpse into Indian thought. We would give the book into the hands of very young dren or those of sensitive imagination, as some he images called up may leave unpleasant im- ssions, as with the early English fairy tales. the virtues as well as the craft and cruelty of ıge life are shown and the average, natural boy girl will follow with intensity the marvellous entures of these heroes of a primitive life, and approve their simple ethics. The volume is a ıtiful one, with clear, large type, and marginal orations, but the frontispiece might give the ıtmare to some children. Dodd, Mead & Co., York.

Captain June," by Alice Hegan Rice. A charm- little story, the experience of a young Ameri- boy who is left for some months in Japan with Japanese nurse while the mother goes to the lippines to attend his sick soldier father, Robert ers Royston, Jr., has courage shown and can a secret, besides possessing the human, boyish lities that endear him to our hearts. The Cen- Co., New York. $1.00.

Wee Winkles and Her Friends," by Gabrielle E. kson. A story that children will enjoy hearing mother read to them. Love and care for ani- s is incidentally inculcated. Harper's, N. Y.

Abbie Ann," by George Madden Martin. Those have known and loved Emmy Lou will antici- e with pleasure an acquaintance with Abbie ı and they will not be disappointed. Abbie Ann most lovable young personage, and her experi- es are described in the sympathetic manner, the ıgled touches of humor and pathos which we l in Emmy Lou. Century Co., N. Y.

The Teddy Bears in Toyland," by Elizabeth don. The adventures of the toy bears are re- nted in verse, and these are illustrated by large tures photographed on the spot by "our special ist," showing the bears in various acts of depre- ion, the toy village with the toy soldiers, the ls tea-table and other possessions, after the bears e done their worst. The big boy giant finally ngs home the bears in triumph. Dodd, Mead & , New York.

"The Princess and the Goblin." This charming y tale by George Macdonald has been reprinted with the original wood-engravings by Arthur Hughes. This new edition has been further em- bellished by many full page, colored pictures by Maria L. Kirk. The story has held its own for many years and this new edition will be warmly welcomed. J. B. Lippincott, Phila.

"The Adventures of Merrywink," by Christian Gowan Whyte; illustrated by N. W. Wheelhouse. This book won the £100 prize offered by the Book- man, London, for the best illustrated story book for little children. Thomas Y. Crowell Co., N. Y., pub- lishes this edition, which makes a large volume with many full page illustrations.

"Friends and Cousins," by Abbie Farwell Brown. A pretty story describing the interesting doings of a group of wholesome, normal, right-minded chil- dren. Houghton, Mifflin & Co.

"Little Me Too," by Julia Dalrymple. It is a charming little story and as being suited to rather young children will doubtless be read aloud by mother to innumerable little people in the course of the year. Little, Brown & Co., Boston.

"The Modern Sunday School in Principle and Practice,' by Henry Frederic Cope. This is a rarely valuable book to those in any way interested in the efficient organization and conduct of a Sunday school. It gives the result of all the newest experi- ments, with primary, adolescent and adult grades. The writer fully realizes the importance of the recent contributions of psychology to a knowledge of the child and all of his suggestions appear to be based upon sound pedagogical principles as well as upon practical first-hand knowledge of Sunday school problems and Sunday school successes. The first chapter gives a brief history of the Sunday school movement. Then follows the plan for or- ganization with full appreciation of all that good organization means to the success of the school. Another chapter takes up the different officers and their respective duties. Another chapter speaks of the pastor and his relation to the school. In "Re- cruiting and Retaining Pupils" he gives sound sug- gestions, among others that of cultivating the "school spirit' by appeal to the best and highest in the natures of the pupils. "It grows by intensive work and mere extension in numbers will not se- cure it." He also recommends that "the school advertise itself by efficiency." He warns of the danger of baits and bribes, but upholds the use of diplomas as evidence of good work done and faith- fulness in attendance. His ideas as to building and equipment will be helpful to those who can afford to build as they plea se and to those who must make use of meagre equipment and unsatis- factory buildings and rooms. One chapter dis- cusses the program thoroughly and with the needs of the children of different ages continually in mind. Mr. Cope would have a carefully graded system and classify the children and promote them not on their Sunday school examination standards, but according to age or to public school grades, in order that the emphasis in the child's mind may be upon the spiritual side rather than the intel- lectual.

He has a chapter on manual methods. A pro- posed curriculum is given in some detail. There is sound sense in his treatment of the library problem and the concluding chapter, "Factors in Sunday School Success," has words of inspiration for all workers interested in the higher education of the children, whether they be orthodox Chris- tians or belong to the more liberal wings of ethical thought and aspiration. Fleming H. Revell Co., New York.

"Education by Plays and Games," by George Ellsworth Johnson, Superintendent of Playgrounds, Pittsburg, Pa. This is one of the most useful books

upon play as a means of education which has yet appeared, and every teacher as well as every parent and Sunday school teacher, should own a copy. In G. Stanley Hall's introduction he tells us that Supt. Johnson some ten years ago gathered nearly a thousand of the most important and widely diffused plays and games, eliminating a large proportion, and then analyzed the remainder to show what muscular and psychic powers, what degree of mathematics, etc., each developed. These he graded and marked to determine at what age and stage of development "each was capable of its maximal educational value." This book is a result of both study and practical experience. The first pages rapidly give in review the different theories of play and the author contributes himself most illuminating passages. Then follows a review to answer the question, "Can play be engrafted successfully into our system of education and still be play?" The Andover (Mass.), summer playschool and what it accomplished is described in detail. Pages 65-83 give minutely the characteristics of the periods of childhood and their relation to a course of plays and games. Period one, ages 0-3, period two, ages 4-6, period three, ages 7-9, are next analyzed; then period four, ages 10-12, and the final period, ages 13-15. It is interesting to see how in the matter of puzzles alone the interest shifts from age to age. At one time mechanical puzzles interest most; then geometrical puzzles, and later those involved in language and arithmetic. The writer calls attention with each period to the particular objects that appeal to the collecting instinct The physical, intellectual and psychic qualities of each stage are noted. We are thus prepared for an intelligent study of part I, which describes very fully the games suitable for each period. The essential characteristics of the period are first reviewed, then follows a list of the apparatus and toys for that stage.

In the same order follows the review of the essential characteristics of period two, with the apparatus and toys demanded for the fullest development. In this chapter is given a most suggestive account of a play-room in a Massachusetts mill town, which is supplied with all the different toys and apparatus, dolls, animals, picture books, slide, swing, etc., which afford the right environment for children of ages from 4-6. Here, "for more than a year and a half the children have been turned, about sixteen at a time, into this room, by the single teacher in charge, the door closed, and the children left entirely to their own devices. Here they play happily and freely. The marvel of it increases; for after all these months, the teacher has yet to find the first case of quarreling, noisy disorder or abuse of toys or apparatus. . . . . The expense of the room has been less than thirty dollars a year. It has made it possible to care for the first grade children without employing an assistant teacher, thereby saving the town several hundred dollars." Free plays, nature-plays, constructive plays, are suggested. The succeeding chapters analyze in the same order each period and a great variety of games. There are outdoor sports and indoor games; puzzle games, games of chasing, throwing, aiming. The grade teacher will find in the book suggestions for making her arithmetic, spelling, geography lessons, lively and interesting. The great value of the book lies in the careful grading of the many many games given. Each one has been given place in accordance with the needs of the child. The book is fully and charmingly illustrated. Two of the pictures will be shown elsewhere in this magazine. One page shows nine varieties of "cats cradle" designs. Another shows the collection of insects made by a street Arab who attended a summer school. One illustrates eight lessons in boxing. Another, boys playing at war with a snow fort. We see children playing at store under the trees; boys felling trees under instruction; boys pictured with the pets they have trained. This will serve to indicate that play is taken by Mr. Johnson in its widest significance. The book will prove to be both practical and inspirational. Ginn & Co., Boston.

"The Cozy Lion," by Frances Hodgson Burnett. This is a very charming little story related by Queen Silverbell, and already known to the readers of St. Nicholas. The lion longs to enter into society and be sociable and the fairy queen tells him how he may accomplish this desire. As a consequence the happy lion learns to eat Breakfast Food and cream, to smile sweetly and to purr. Then the wee children all flock around him, climb up over him, and teach him all manner of delightful tricks. The author warns the grown-up person who reads the story aloud to children that he must know how to roar. The dainty and cleverly drawn illustrations are by Harrison Cady. Mrs. Burnett's use of the word "cosy" is not common in the United States, but in England it is used in the sense of contented, sociable, easy. Price 60c. The picture of the "poor, sensitive, lonely orphan Lion" is a delightful mingling of humor and pathos. Century Co., New York.

"Famous Stories Every Child Should Know," edited by W. Hamilton Mabie. This is indeed a representative collection as the list of titles will show. From England we have Dicken's "Child's Dream of a Star," and Ruskin's exquisite masterpiece, "The King of the Golden River," from the German the child will learn to know the water-sprite Undine, that lovely creation of de la Motte Fouque. Hawthorne is represented by two, the "Snow Image and the "Great Stone Face"; the Bible contributes a part of the story of Ruth. The patriotic spirit is stirred by the "Man Without a Country." From France is selected Ramee's "Nurnberg Stove." Then we have the heart-stirring story of "Rab" and the humor-provoking tale of "John Gilpin," while the set concludes with that early American short story, by William Austin "Peter Rugg, the Missing Man." There is an introduction from the pen of Mr. Mabie which will at once charm and instruct the children. The frontispiece, by Blanche Ostertag, is an exquisite ideal illustration of the "King of the Golden River." Doubleday, Page & Co., New York City.

"The Field and Forest Handy Book," by Dan C. Beard. Many are the handy books written by Mr. Beard. This good-sized volume proves that he had by no means exhausted the vast field of constructive activities which allure the normal boy. Among some of the things which clear description and simple, explanatory drawing bring practically before the eye and mind are the following:

A tailless Filipino kite is described, also a workable air-ship. Another division tells how to make a herbarium and a bird house. Herbariums, and vivraiums are described in detail, and the mechanically inclined boy will rejoice in learning how to construct a fire-engine that will work. In another chapter the boy learns how to cross a stream on a log, as well as how to meet other problems of forest life. The necessities of successful camping out are gone into with much minutia and not only are we told how to put up tents, how to plan the camp in general, but how best to pack the camp horse, and also how to build a real log house. The city boy of the age of adventure will rejoice to learn now to camp out in his own backyard. When winter comes with its specific possibilities, the boy can learn from the book how to make snowshoes and his own bob-sled. The things described are arranged in order suggested by the course of the seasons—spring, summer, autumn, winter. Those in charge of boys' summer camps will find this a useful source book. Charles Scribners' Sons, New York.

Courtesy the Chautauquan

Gluek on the Brink of the Golden River. From Heroes Every Child Should Know.

Courtesy Doubleday, Page & Co.

Portrait of Lady William by Ralph Earl [1751-1801]. From the Story of American Painting by E. Spencer.

"'Oh, Mother! Mother! Father! Father! Look at our Lion! We found him ourselves! He's ours!'"

Courtesy Century Co. New York

From THE COSY LION

From Johnson's "Education by Plays and Games." Ginn & Co., Publishers

TAMING A PARTRIDGE

"ories of the Saints," by Mrs. C. Van D. Chenet. This delightful volume is a new edition of ection of stories published in 1888 at the in- e of ilip Brooks and dedicated to the chil- of Trinity Church Sunday school. There is er introduction which puts the children in ray of rightful appreciation of the beautiful gends, and then we read of some of the ad- ures of St. George, St. David, and St. Patrick. of the most interesting chapters is that de- to St. Columba of Iona Island, who was poet ll as priest, and translater of the Bible. From terested librarian we learn that this chapter t found in the original edition of 1888. St. as of Assisi is of course given place and some cts of his sweet, fraternal sermon to the birds iven. A number of pages are devoted to the it saints of old, and, finally, the closing chap- ells of traces of the saints that are found in ica in the names of cities and rivers. A h is given of the Spanish and French priests, left their mark upon our country with special nt of the good monks who founded so many steries in California and through them taught Indians, in real brotherly fashion, habits of t, industry and settled living. It is a chapter which our children should be familiar. We too little account of the gracious influences in our country, to the consecrated lives of y of the old Catholic Fathers, who devoted lives to the children of the wilderness. Along their study of the more materialistic myths legends of paganism it is well that the children ld know something of these equally heroic and women, who, with the courage of the ier, united the more gentle virtues which we lly associate with the name of Christianity.

. Barbara and St. Catherine, and St. Elizabeth Iungary are among the women whose lives and ies are here set down. The book is illustrated pictures from several of the Old Masters. A tiful and appropriate Christmas gift Hough- Mifflin Co., Boston.

Hiawatha's Wooing," illustrated by Wallace smith. This unique book will make a charm- gift upon an occasion of betrothal or marriage. a narrow oblong volume, the paper being a arkably good imitation of birchbark, beauti- soft to the touch. A narrow strip of soft in- cing deerskin appropriately binds pages and r together. The color decorations are in black red, conventional designs at top and bottom, rnating with scenes described in the verses. gfellow's musical verses are and will continue e perennially fresh as long as true-hearted hs find the maidens of their choice willing to heir

Moonlight, starlight, firelight,
Be the sunlight of their people."

ublished by John W. Luce & Co., Boston.

ood stories from the "Ladies' Home Journal." se clever stories represent the cream of those lished in the "Good Story department of the ies' Home Journal." They are reprinted by the ry Altemus Co., Philadelphia, by special ar- gement with the original publishers, and will e an unfailing antidote for a fit of the s. 50c.

Books Received.

"Milly and Olly," by Mrs. Humphrey Ward. (Doubleday, Page & Co.)

"In the Harbor of Hope," by Mrs. Elizabeth Blake. (Little, Brown & Co.)

"Alice's Adventures in Wonderland," illustrated by Arthur Rackhaw.

"Theodora," by Katherine Pyle and Laura S. Porter. (Little, Brown & Co.)

"Waifs of the Slums," by Leonard Benedict. (Fleming Revell Co.)

"Moni, the Boat Boy, and Other Stories," by Edith F. Kunz. (Ginn & Co.)

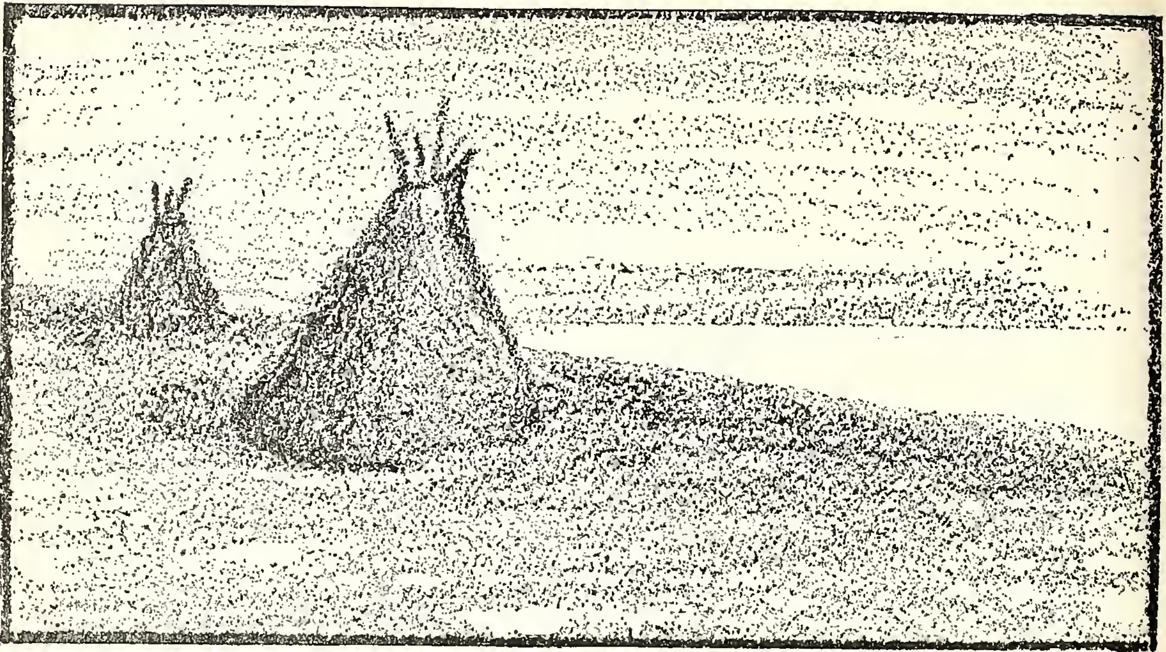
"How to Invest Your Savings," by Isaac F. Marcosson.

Every-Day Ethics, by Ella Lyman Cabo. This is a rarely valuable contribution to the study of practical ethics. Mrs. Cabot speaks from the results of many years' experience in working out the schoolroom in this practical plau, which makes most fascinating and helpful reading, and should be of great assistance to both teachers and parents. She speaks from a broad platform of wide reading and culture, of deep thought and minute analysis. Her comparisons and illustrations are most illuminating. The moral life she considers is the one which has a purpose; sin is to start out with a purpose and then not tolive up to that purpose. "It is not the kind of purpose, but the fact that one has a purpose whatsoever, that is the password to the moral sphere." Even if a person says, "I hate responsibility; I'm going to be just as irresponsible as I can," he becomes responsible through that purpose, for to resist all impulses toward steady work. . . . is to carry out a difficult project and so to be subject to moral laws.

Among her chapter headings we select these as alluring examples inciting to further study: "The Power of Purpose; Goodness the Essence of Manhood; Sin the Avoidance of Light; The Light of Conscience; Interests as Life Givers and Life Savers; Effort, Sacrifice and Drudgery; Courage (the difference between courage and fearlessness); Openmindedness and Prejudice, etc. We feel that the chapter on Truth and on Open-mindedness and Prejudice are particularly important in their fearless and impartial and clear-seeing analysis. No child but will be helped by the wise suggestions. here given the wise teacher to choose the right when once he knows it.

The lies of carelessness, of exaggeration, of fear, of self-seeking, of kindliness, are all analyzed, and reasons shown for condemning each one.

The Teachers' Key, of almost 100 pages, is a very important part of the volume. It shows the method, in detail, with which she studied with her class of boys and girls the questions of right and wrong which they must meet every day. And so well and wisely are these talks planned that one feels there is no opportunity given for mere subtle casuistry or talking just for talk's sake or to show one's skill in argument. She begins by asking for an example of right and wrong. And then asks, "Does it require any virtue to play football well?" Again she says, "Mary is such a satisfactory child. She sits quiet for hours and always does exactly what she is told to do without asking why. Does such a person seem to you good? Why or why not?" A series of questions similar to these accompany each lesson, and notes are given to show the points to be brought out. Mrs. Cabot gives a few illustrations in another chapter to show the need of preparation for becoming non-responsible. For instance: "A girl is easily absorbed in novel reading. If she has charge of a child she must put the child in absolute safety before beginning to read." Or, "A man who has been in violent mobs knows that he is apt to be carried away by the feeling of the mob,



Courtesy A. Flanagan Co., Chicago

From HUMPHREY'S LIGHT AND SHADE STORIES

and do that which he greatly regrets. He is responsible for letting himself join that mob." "The Power of Purpose" is a chapter taken up in a similar way. "Conscience, Custom and Law" is another valuable chapter. This delightful volume is a mine of suggestion and illustration for teachers and for club meetings and discussions. Sunday school teachers will also find it of great service when problems of conduct are being treated. Dr. William T. Harris' name as writer of the preface stamps it as of current gold. Henry Holt & Co., N. Y.

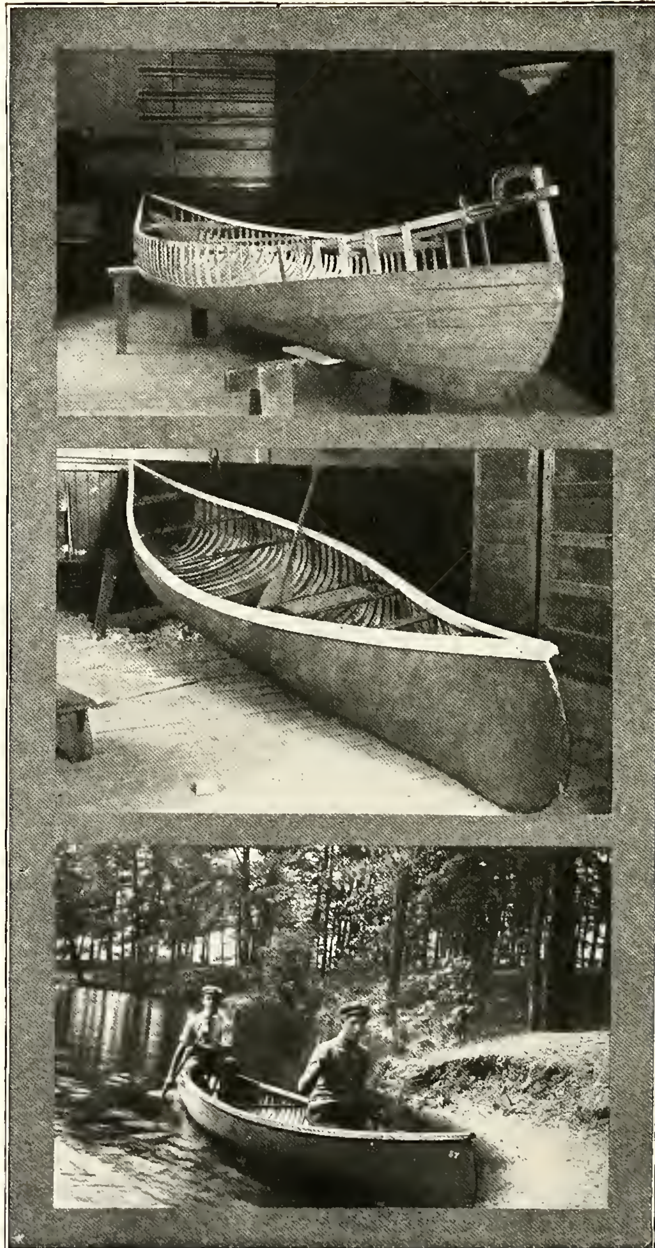
Humphrey's Light and Shade Studies. There are twenty reproductions of charcoal drawings, embracing studies of trees, moonlight on the water, sailboats, wigwams, Japanese lanterns, gypsy kettle, goldenrod, pussy-willow, rabbits, birds, fish, etc. The value of these cards depends, as is true of all such "helps" upon the way in which they are used; a good teacher will obtain good results. The cards are to be copied either in monochrome or in color. The leaflet of suggestions would have the teacher call the child's attention to the difference in sky, water, ground, etc., at different times of day, and then point out how with colored crayons these effects may be expressed. To aid the teacher suggestions are given for each card, and in the case of one landscape it tells how three different effects may be secured with the same picture; certain colors will suggest a sunny day; another selection will give a sunset effect, and still another, a cloudy day. The teacher who has had technical and normal training in art will not need these cards, but the less experienced one will find them helpful if she remembers that they are not to take the place of studies from Mother Nature herself. A. Flanagan Co., Chicago. Price 20 cents.

Mother Goose Stories in Prose, by Laura Rountree Smith. This is a reader for first or second grade children, the text centering around the familiar doings of Mother Goose characters. The sentences, although brief and crisp, are lively and bright and the clever use of the well-known chronicles will maintain the child's interest from the beginning. A quiet humor is not lacking. A few of the drawings are definite and spirited, but in the main, they do not improve the book. A. Flanagan Co., Chicago.

From "MOTHER GOOSE STORIES IN PROSE"

A. Flanagan Co., Chicago

Things Worth Doing, by Lina and Adelia B Beard. This is for girls what one before named is for boys. It gives many suggestions for the making of entirely unique and original toys which wil happily occupy the girls of the family and the boys will want to take a hand as well. Among other things the child is told how to make models of the seven wonders of the world. One division gives ideas for parties, shows, and entertainments. Another one describes the making of articles for gift days and fairs. Here, too, is a chapter telling the little girl how she may camp out in her back yard A book replete with delightful surprises. Charles Scribner's Sons, N. Y. City.



Courtesy Manual Training Magazine

MADE BY BOYS IN GRAMMAR GRADES

The Kindergarten-Primary Magazine

VOL. XX—JANUARY, 1908—NO. 5

TUSKEGEE INSTITUTE—AN INDUSTRIAL COMMUNITY FOR INDUSTRIAL EDUCATION.

BOOKER T. WASHINGTON.

THE Tuskegee Normal and Industrial Institute was founded in order to improve the condition of the masses of the Negro people in the South. In its effort to do someng in this direction it has the advantage a location in Alabama, in the country discts, close to the people it is seeking to ich.

Jp to the time this school was established, d even to large extent, today, education s not touched in any real and tangible ιy the great majority of the people in ıat is known as "The Black Belt."

Anyone who knows conditions as they ere in the Black Belt twenty-five years o, and as they are today will understand at the learning of books was not what ese people needed most. Our first stunts needed to be taught how to sit at table ıd eat properly. They had to be made acıainted with the uses of a napkin, tableoth, knife and fork. They had to be taught e advantage of sleeping between sheets, ıd of using a tooth-brush. Large numbers them were at that time wholly ignorant the very elements of right living.

These conditions made it imperative that e school should have its students for a ng period of time almost wholly under its ıre and supervision.

In order to teach right living it is indisensible that the students should live right-. As we were very poor at that time it as necessary that teachers and students ıould set to work themselves to create the onditions for right living. This converted ıe school at once, and of necessity, into an ıdustrial community.

As a matter of fact, this necessity was an dvantage. There is no method by which people, or a group of individuals, can learn ıe meaning and the advantage of a civilizaon, than by reconstructing it out of the riginal elements, earth, air, water and fire.

Starting in an abandoned church and a hen-house, with almost no property beyond a hoe and a blind mule, the school has grown up naturally and gradually, as a community grows.

We needed food for our tables; farming, therefore, was our first industry. With the need for shelter for our students, courses in house-building and carpentry were added. Out of these, brick-making and brick-masonry naturally grew. The increasing demand for buildings made further specialization in the industries necessary. Soon we found ourselves teaching tin-smithing, plastering, and painting. Classes in cooking were added, because we needed competent persons to prepare the food. Courses in laundering, sewing, dining-room work, and nurse training have been added, to meet the actual needs of the school community. The process of specialization has continued as the school increased in numbers, and as the more varied wants of a larger community created a demand, and instruction is now given in thirty-seven industries.

In order to carry on thes various industries economically, that we might care for the increasing number of students, it was necessary to devise and enforce a rigid system of discipline, but one at the same time that left the pupil the sense of freedom and responsibility, and did not deprive him of his sense of initiative.

Students had to be taught, for instance, to take proper care of the tools that were intrusted to them, to take proper care of the stock, to make their own beds properly, and to take a proper interest in the care of the grounds. The girls had to be taught to make their own dresses and to keep them always in proper order. There are an infinite number of small things that enter into and make part of a life in a highly civilized community that one does not meet in a community in a lower grade of civilization.

Very few of our students had ever lived in a community where so much and so many kinds of work were done as at Tuskegee. They had to be taught the value of time, of order and discipline.

Naturally these things became very irksome to a group of raw young men and women just off the plantation. This feeling of discontent with the methods we felt necessary to employ was all the more lively in the early days, because the masses of the Negro people believed that education was something that had nothing to do with work, that an educated man was one who somehow lived by his wits.

In order to make it possible to maintain the discipline of the school it was necessary to do something to change this sentiment, both inside the school and out of it. It was necessary to imbue our students with a sense of the dignity and moral value of labor, and it was necessary to convince the people outside the school that labor was made honorable and profitable as rapidly as intelligence and moral earnestness were applied to it. It was necessary, in short, to the success on any large scale of the education that Tuskegee sought to give to the masses, that public opinion should be instructed and educated.

It was this gave birth to the annual Negro conferences and to the whole scheme of the extension work of the Tuskegee Institute, which has grown and increased until at the present time it is quite as important as the work performed on the grounds.

We found there was no way in practise of giving the parents rightideas about education, and what was more important, of keeping up the connection between the home and the school so that the student would not be educated out of sympathy with his parents, except by giving the parents themselves some sort of education. In order to reach the masses with the knowledge that they most needed we have worked out several methods of popular education, which seem to be peculiarly adapted to the needs of Negro farming communities.

Among them we have (1) Mothers Meetings, conducted by Mrs. Washington; (2) visits of teachers and students to communities distant from the school; (3) local Negro conferences, which meet once a month in various sections of the South; (4) the annual Negro conference, which brings together at Tuskegee Institute every year from 1,200 to 1,400 representatives from various sections of the South, to spend a day in discussing the conditions and needs of the race; (5) the Workers conference, composed of officers and teachers of the leading schools for Negroes, which meets at Tuskegee the day after the annual Negro conference; (6) the County Farmers' Institute, together with the Farmers' Winter Short Course in Agriculture, and the County Fair held in the fall; (7) the National Negro Business League, which seeks to do for the race as a whole what the local business leagues are doing for the communities in which they live.

In addition to the work performed through these organizations, we give our co-operation, not only to the graduates who are teaching in small country schools, but to a number of large institutions like the Institute at Snow Hill, Alabama, and the Voorhees Industrial School, at Denmark, South Carolina, that are doing in a modified way the kind of work that we are seeking to do at Tuskegee.

As the work of the school has extended and the organization has become complex the Tuskegee Institute has been able to become not merely an industrial and trade school, but a Normal Institute in the true sense of the word. We not only teach in connection with the trades the ordinary academic branches, but we are gradually building up a class of advanced students, who, as teachers, are at once working with and studying the methods of the school in all its departments. Tuskegee Institute is thus creating slowly a body of picked students who are so familiar with the work of the school and so imbued with its spirit, that they are able to go out into various parts of the South and to other parts of the world to establish schools of the same general plan and with the same broad aims of the Tuskegee Institute, and in which all the methods of reaching and teaching the masses which have been worked out there are reproduced. and with the same broad aims as the Tuskegee, have grown to a size where they have been incorporated by the state authorities. One of our trustees, the Rev. R. C. Bedford, gives a large part of his time to keeping in touch, through correspondence and personal visits, with out graduates who are working in these schools and elsewhere throughout the South.

The central aim of the Tuskegee Institute, I may say in conclusion, has been to give to the masses of the Negro people an edu-

cation that would introduce method, order and high aims into every one of the ordinary activities of their lives. In order to accomplish this result the industrial community with its co-operation, economics and discipline, has been made the basis of all the training that is given. The effort has been in this industrial community to apply to every task performed the highest integrity and intelligence, and to use the particular task as a means of mental and moral discipline.

On the other hand, we have sought to find direct practical use in some portion of the work of the community for everything that was learned. In short, the task has been to do everything we teach, and to teach everything we do.

To do the thing you are taught is at once to perform a useful service and demonstrate that you know how to perform the thing rightly. To teach a thing is to define and set up an ideal of perfection which lends worth and dignity to your work.

More important still in a small community, the student never becomes a mere workman, nor yet a mere student. He is rather both these, and something additional,—a citizen, if I may so speak. He sees in the community the fruits of his own labor; he takes a pride in the buildings that he has helped to construct. He feels that he understands, also, through the daily meeting in the chapel and the talks and lectures that he hears there, something of the large purpose of the school itself, and learns gradually that Tuskegee is not a mere place, but a spirit, and that to really belong there he must enter into and become a part of that spirit.

Tuskegee, Alabama.

SOME RHYMES AND PLAYS

Read by Miss Fitts as a part of her paper at the I. K. U. in April, 1907

Pat-A-Cake.

When baby does her baking
She rolls the dough out thin,
Then carefully she places it
In a pan of shining tin.
The oven door is opened,
The pan is pushed far down,
She does not take it out again
Until the cake is brown.
—(E. S.)

If you would a cookie make,
First some flour you must take,
Then some butter, sugar, spice,
And some milk to make it nice.
Then pat-pat-pat-a-cake,
And pop it into the oven to bake.
—(C. C.)

Pat-a-cake, pat-a-cake
Baby, for me,
Baker must bake it,
We'll have it for tea.
Pat-a-cake, pat-a-cake,
In the hot oven
Make it all round,
The cake must be browned.
—(L. L.)

The Bird's Nest.

Mother bird is sitting
On her eggs so warm,
Darling little mother-bird,
Guarding them from harm.
Father-bird is singing
In the tree above,
Watchful little father-bird,
Singing of his love.
—(D. F. M.)

Hidden quietly away
Where the summer zephyrs play,
Is a tiny cradle nest,
In which two eggs gently rest.
Soon two little birds are seen
Peeping out into the green.
Mother-bird for food must go
That the baby birds may grow,
And the father guards from harm,
That they may not take alarm.
—(R. R.)

Song for Bread-Making.

Baby dear, Baby dear,
Listen now and you shall hear,
How you get nice bread to eat
From a field of growing wheat.

Rain and sun, sun and rain,
Help to make the ripened grain;
This the miller grinds to flour,
Working, toiling, hour by hour.

Bread from flour, flour from grain,
Grain from sun and soft, warm rain,
Which our Father from above,
Sends down with his peace and love.
—(R. R.)

(By students of Pratt Institute Department of Kindergartens, Class of 1908.)

THE EDUCATIONAL VALUE OF BOOKBINDING.

SARAH J. FREEMAN.

BOOKBINDING in the high school is the natural outgrowth of the art and manual training (or cardboard construction), course now offered in public schools of New York from the kindergarten through the eighth grade. Every effort is being made by the supervisors to introduce into the grades all the work that can be accomplished with the simple equipments in reach of the children, training that can be carried on with the desk as a work bench. In addition to this, small supplementary classes have been formed in these grades under the immediate instruction of the supervisors in which advanced work is being done, most creditable from both an art and construction standpoint. It is probable that still more satisfactory results could be accomplished in these special classes by using to some extent parts of the equipment of the shops now in existence. This training in its present state and as it will still further be perfected will fit the pupils for a broad, strong four years course in bookbinding in the high school. "Until the instincts of construction and production are systematically laid hold of in the years of childhood and youth, until they are trained in social directions, enriched by historic interpretation, controlled and illuminated by scientific methods, we certainly are in no position to locate the source of economic evils, much less to deal with them effectively." It is the purpose of this sketch to show the educational value of bookbinding in the elementary school and especially in the high school from a physiological, pedagogical, ethical, sociological and industrial standpoint.

The physiological benefits of bookbinding begin in the pasting, folding and sewing in the kindergarten. The muscles are correlated first in board work, and as the child passes through the grades, in finer work. In the high school great delicacy of muscular control and movement can be gained by means of "forwarding" books and "finishing" them with original designs. In using the various parts of a bindery equipment most of the muscles of the body receive exercise and therefore grow stronger. The work is so interesting that attention becomes involuntary, concentration may be readily acquired, the nerves therefore ar not forced to an unwholesome tension an many of the results can be gained withou calling on the upper brain. It is especiall noticeable in bookbinding, that if for an in stant the attention is distracted from th matter in hand, the hand refuses to wor accurately, the tool or knife will wande with the mind. The student discovers tha he must put himself both mentally an physically into his work to get satisfactor results.

His mind has been trained from the kin dergarten in construction work and corre lated subjects. As early as the third grad children are taught something of the histor and manufacture of cotton, linen, and silk To this knowledge may be gradually adde the processes of leather manufacture, pape making and printing. Throughout th course as opportunity offers, the knowledg of these processes and products should b correlated with bookbinding. In the hig school of study of French will open up orig inal sources from which the history of book binding, with its close relation to genera history, illuminating, printing and the his tory of art may be greatly augmented. Th knowledge of design and color should in crease from year to year till in the hig school it reaches a comparative finish.

Throughout the course, from beginnin to end, there is constant opportunity for ex ercise of judgment in selecting suitable ma terials, in determining dimensions and pro portions. Ideals of accuracy must early b formed as the pupils soon find that the per fection of their product depends upon th exactness of manipulation. The librarian by calling attention to articles dealing wit bookmaking and decoration may supple ment the work of the teacher and aid in in creasing both knowledge and interest. Thu bookbinding may be one agent in the ac quisition not only of technical ability, bu of general culture.

It recommends itself most strongly fron a moral standpoint. Right and wrong way of working are definitely marked out. A wrong choice in the early stages of a bool like rumor gathers to itself adverse circum stances, so that the finished book show serious departure from the truth. There i

o way of mending it except by going back o the point from which the departure was nade. Absolute law rules every step of the process. One seldom makes unconscious mistakes in bookbinding. The choice is always deliberate. Aside from the fact that the eye is carefully trained to recognize the slightest discrepancy, practically every stage in the growth of a book can be tested with tools, so that in case of failure the worker alone is responsible. Thus the student's finished work represents him,—represents his individual resources. He keeps his own tools in order and stands or falls by the work that they do through him. The results are so definite that he is encouraged to practice honesty. The interest is so great that there is no tendency to shirk after the pupil has a few times been punished by comparing a possible defective result with the perfect model and knows that he alone is responsible for falling short of perfection. The teacher, by not countenancing poor work, can set the moral tone of a class, and arouse an amount of enthusiasm that makes the working hours a time not dreaded, but gladly looked forward to. The use of parts of a bookbinding equipment by groups of students who may have to patiently wait their turn, or change, to work which will not require the tools in question, is excellent training in courtesy and usefulness.

Bookbinding is an excellent means of acquiring insight into social and industrial life, and sympathy for its complex trials and perplexities. In the lower grades in taking up the manufacture of the materials used in bookbinding, such as linen, cotton, and paper, something of the industrial life of the people engaged in the manufacture of these products whether at home or abroad, should be studied. Thus some idea may be gained of the large number of people engaged in producing the materials which make up a book and of the environment in which they work. It may be shown that the binding and decoration of books is carried on under most favorable conditions in the United States and that in general the trade has wholesome surroundings, since each worker must have plenty of space and light.

Arithmetic in the grades finds here a rich source from which to draw its concrete problems, involving quantitative and commercial aspects of bookbinding. Number work will have an added interest, since the pupils may employ their text books themselves as illustrative material for their problems. For example: An ordinary bookbinder can sew so many arithmetics like these in a day, how long will it take him to sew enough books for the class? Or: If the materials for one arithmetic cost so much, how much would all the arithmetics of the class cost? The high school might deal with such problems as this: How many men in what number of binderies are employed in New York? What are their wages compared with those in other trades? What is the annual output of books in New York and at what cost are they published? Or taken the number of men employed in gold beating, which would be more easily determined, and compute the difference of cost of gold in the brick and in the finished sheets. The cost of binding books entirely by hand, partly by machine, and wholly by machine, together with the relative merits of books bound in these various ways may well be considered.

In passing through the grades the pupils may acquire a degree of technical skill and a foundation of knowledge that will enable them to enter into an understanding of the various industries to which their attention has been called, with great interest and sympathy. The mind and muscles may be successfully trained in the beginnings of bookbinding and something learned of the correlated subjects, all of which will be, aside from the value gained at the time in which the studies are pursued, a preparation for the work of the high school. Then they may be offered a four years' course in hand binding, which should be conducted in shops properly equipped for excellent work. The high school students are mature enough to make personal application of their knowledge of the correlated subjects, such as the dyeing of leather, gold beating, the manufacture of linen, cotton, silk, of thread and paper, machine binding and printing in problems of commercial arithmetic and industrial life. The history of bookbinding, of art and design, general history and literature take their place with reference to their bearing on this technical subject. The study of bookbinding would thus open up a broad field of insight into the life of the working world and of knowledge and culture and would therefore be a desirable addition to the curriculum.

The following is a model curriculum for a four years' high school course in book-

binding and its correlated subjects with an outline of the necessary equipment* for classes of twelve sudents.

Curriculum.

Time required: Forty-two lessons a year, two hours each.

FIRST YEAR.

Portfolio with three flaps.

Note book cover.

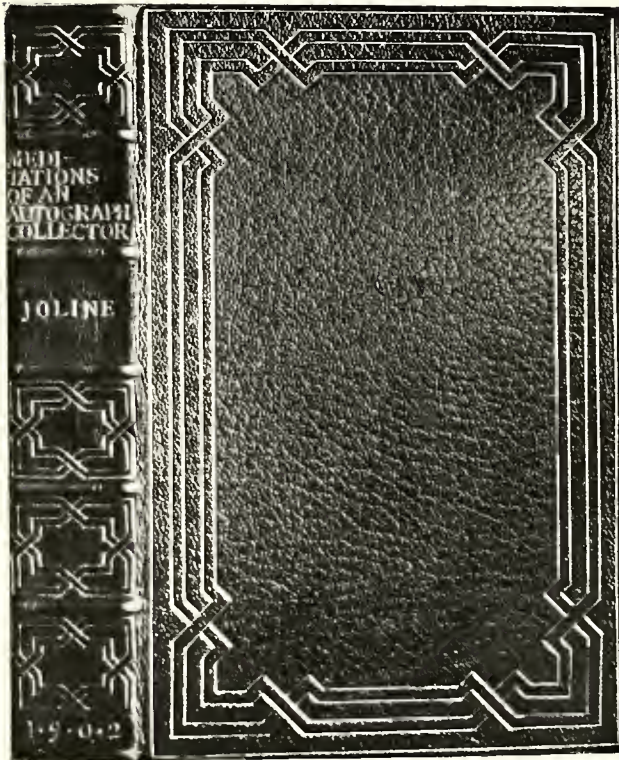
Single sheets bound on pamphlet basis, adherent back.

Old book covered.

Cockerell flexible binding—half-bound.

Sharpening different kinds of knives.

No edge cutting.



Courtesy Manual Training Magazine.

Designed and Executed by Students in Trenton School of Industrial Art

SECOND YEAR.

Ooze leather limp covered book, not resewn.

Book with whipped sections, bound on tapes, hollow back flat, full cloth.

Book sewn on sunken cords, half-bound, hollow back, false corus.

Sheet music—single sheets guarded into sections, sewn on tapes, flat adherent back.

Edge cutting.

THIRD YEAR.

Vellum book sewn on thongs (Italian) hand illuminated.

Book on raised cords, half-bound.

Book on raised cords, full bound.

Coloring edges.

Gold tooling.

Lettering and straight lines.

FOURTH YEAR.

Book sewn over cords, full bound.

Book sewn over cords, full bound, double heac band.

Gold and blind tooling from original designs.

These subjects are to be correlated wit bookbinding from the kindergarten throug the high school course. Special attentio should be called to some of them in the hig school from an industrial and commerci standpoint.

History of Bookbinding.
History of Art.
General History.
French.
Linen.
Cotton.
Leather.
Silk.
Paper and Boards.
Gold-beating.
Glues and Pastes.
Printing.
Illuminating and Hand-lettering.
Copyright Laws and Publishing.

Bookbinding Plant.

EQUIPMENT FOR CLASSES OF TWELVE PUPII.

4 Hickok plow and press with stands.
1 Hickok standing press.
4 Letter presses.
6 Hand presses.
12 Sewing frames with keys.
12 Paring stones.
1 Grindstone.
4 Oil stones.
3 Tooling stones.
3 Glue pots.
2 Knocking down irons.

Full equipment of boards and tins for pressi, backing and cutting.

4 pairs trindles.
4 Large steel hammers.
4 Small steel hammers.
8 Press knives.
4 Band nippers.
6 Paste brushes.
3 Glue brushes.
4 Metal shears.

In addition to this the necessary equipment of accessories and a set of small tools furnished y pupils.

*The cost of getting up a plant for twelve pu ls is from $250 to $300. A set of small tools suitale for portfolio work and necessary for each pu il would cost $2.50.

RECREATIVE GAMES FOR THE SCHOOLROOM.

MARI R. HOFER.

The material for the following series of ıdustrial action stories were gathered from tudents of the Summer School of the South t Knoxville, Tenn. The incidents regard- ıg Rice Culture are due to Miss Marion Ienckel of Charleston, S. C., and of Oranges ɔ Miss Margaret Somerville of Jackson- ille, Fla.

Rice Culture

When you see the kernels of rice all ɩopped out full and white on your dessert ılate you may wonder what it is made of nd how it grows. Big brother or Aunt ane may tell you that it comes from China ır the East Indies. And so to be sure it loes, and you think immediately of the pic- ure of growing rice and coolies standing in vater or a quaint mill seen on a fan or Chinese screen. But rice can grow nearer ıome than that, and in some of our South- ɛrn states the children can see it growing ınd tell you all about it in a game such as ʀou have been telling about harvest. First, et us talk about it and then perhaps we can ɔlay it.

Story of the Rice

Way down in South Carolina and Georgia n the low marsh lands where the sea used :o come in, grew scattered wild rice, which the birds ate. The cultivating of this and making it grow in abundance for table use has made it one of the industries of our country.

First, the fields are plowed and harrowed as for any other planting. Then in regular spaces ditches are dug, through which to run water and flood the rice at a certain time in its growth. Alongside of every ditch is a high bank, the fields lying lower than the banks and the ditches lower than the fields. As soon as the rice is sown, the water from a pond called the "back water" is let in upon it where it stands until it is six inches high. Then it is drawn off through the ditches to give the plants time to grow strong. When these are about two feet high the fields are flooded for a second time to help kill the weeds. Then the water is again drawn off and the grain left to "head" and ripen. This letting in the water is called "flooding the field" and is necessary to make the kernels full and perfect. When ripe the heads turn yellow, though the stems are yet green and stand four feet high above the ground and are ready to be mown.

The rice is best cut with a sickle by hand and is then bound into sheaves and left in the field to dry, shocked in such a way that the stalks form a shed to protect the grain from rain and yet dry in the sun. The threshing is done by hand on the bean floor, using the old-fashioned flails. It is then put in bags and carried by boat to the rice mill, which is usually miles away down stream near the mouth of the river. Here it is pounded in mortars to loosen the chaff; it is then sifted or placed in barrels and carted to the market. This is how we get the clean, white rice which we love to eat with sugar and milk. Now let us see how many things we can show about it.

These suggestions might be worked out in finger plays or rhythmically on the circle with the kindergarten children, ostensibly best with Southern children. With the older ones let them name the various things to be done and list on the board in the order of their development. The children will enjoy doing this if the subject of rice has been studied in the school. The seats and aisles make the suggestion of ditches and banks very vivid; they also help order the game.

Action Story for Finger Play or Circle.

First we'll plough and rake the field
Smooth the ground for harvest yield.
Then dig the ditches long and deep,
And pile the bank up high and steep;
Now scatter seed from side to side,
Across the field, out far and wide,
Open the gates, pour water in
To cover the shoots so tender and green.
Upon the banks now let us walk
And see how grows each tiny stalk.
When these have grown up high, just so
The water back to the pond must go.
When water and sun have done their best
Then comes our turn to do the rest.
With sickle sharp, then, row on row,
All around the field we mow.
The sheaves now bind and shock the grain
To save from storm and wind and rain;
Then to the barn, not one will fall,
To thresh it out with swinging flail.
Our bags we now will quickly fill,
Then hasten to the busy mill.
Here in the mortars shake and pound
The husks from off the seed around;
Then fans will blow the chaff away,
And here is rice for lunch today.

Schoolroom Game

I. Rice Planting.

1. Ploughing.—Let children tug, guide, push, turn corners, whoa, click, etc., good shoulder and back movements.

2. Digging.—Place foot on shovel, push, stoop, throw, etc., up and down through aisles.

3. Sewing.—To right, left with both hands alternating, through aisles; free, broad shoulder movements; arm swung outward, shoulder high.

4 Opening Gates.—Pushing slowly and steadily downward—count—1, 2, 3; repeat four times.

5. Walking on Banks.—Through aisles, around the room, arms back of head, looking from side to side.

6. Mowing with Sickle.—Stoop, give sharp clip with right arm, through one aisle; repeat with left arm.

7. Binding.—Stoop, twist, throw; repeat.

8. Threshing.—Two rows of children flail together, alternating down stroke. Good shoulder and back movement.

9. Fill Sacks.—Lift, carry on back to boat, bend under sense of weight.

10. Milling.—Turning wheels, pounding in mortar, blowing or fanning chaff.

Insist on good realistic work, making the movements strong, yet rhythmically reactionary and recreative.

Story of Orange Culture.

"When we are sitting cosy and warm at the breakfast table eating our delicious oranges with the snow drifting and blowing outside, you can scarcely believe that at that very minute there is a part of our country where the weather is warm and oranges are hanging ripe on the trees. If you will put your finger on the lower part of your map hanging in the schoolroom you will find a long boot-shaped point called Florida, or Flower Land, as it was named by the Spaniards who first found it. So beautiful did this country seem to them with its bright colored birds and flowers and fruit that they called it the country of youth and thought if you drank of its clear flowing waters you would always remain young.

In Florida you will find Palm trees and bananas, queer bayonet trees with spiked leaves and blossoming accacias and magnolias. There the alligators sleep in the sand or warm waters, but the very most wonderful of all is the orange tree from which comes our delicious fruit.

It is a fairy tree on which all at once show shiny green leaves, buds and flowers and tiny green oranges, with next size and next size and next size, until you find the large, splendid ones which we buy in the market. The trees are planted in large groves and sometimes when Jack Frost makes them an unexpected visit people light fires under the trees to drive him away."

This subject is very suggestive in color and form for decoration, occupation and constructive work or table plays. Also the incidents of growth and packing may serve to illustrate rhythms and games.

Gathering and Packing Oranges.

Trees in groves stand in long rows or at regular intervals in the groves. They are kept pruned and are carefully attended, the fruit plucked when ripe by climbing a ladder and clipping off the fruit, placing in basket and carrying to packing houses.

Here the fruit is rolled in a long alley punctured with holes of different sizes, where it falls through into boxes and in this way assorting itself.

The fruit is then rolled in tissue paper and carefully packed by hand, nailed up and shipped.

RHYMES OF THE SOUTH

THE ALLIGATOR.

MARI RUEF HOFER.

The Alligator sprawls around
And spreads upon his toes,
And when you think he's fast asleep
He blinks along his nose,

And there he lies just like a log
Out in the sand and sun;
Just try him if you think he is,
It will not be such fun.

DAME PALM TREE.

Dame Palm tree stands
And waves her fans
And looks so tall and stately
I am sure she would,
(If she only could),
Make us a bow sedately.

MOTHERS' MEETINGS AND READING CIRCLES.

JENNY B. MERRILL, Ph. D.

IN the Sixth Year Book of the National Society for the Scientific Study of Education Mrs. Maria Krause Boelte sounds the highest note when she says: "To receive and to return love is to the child an essential condition f full growth."

Since reading this new expression of the hild's great need of love, it has occurred to ne that possibly some kindergartners do ot realize how much they lose if they do ot warm their hearts again and again by he fire of Mother-love. The Mothers' Ieetings and the visits in the home are for our uplifting, dear kindergartner, and not lone for mothers. You have a warm and oving heart and may possibly love more ntelligently in some ways than many a nother, yet the love of a mother for her hild can make her child a new one to you. t will individualize the child; it will set him ff from all others and you will love him nore than you did before you knew his nother. Try it and see.

There may have been too much sentimenality in the kindergarten, but there can ever be too much love. In our many argunents and discussions of methods and deices, do we ever forget that love is the oundation of the kindergarten and its chief nifying power?

So, too, Pestalozzi, Froebel's great preecessor, wrote, "I am convinced that when child's heart has been touched, the consequences will be great for his development nd entire moral character."

Perhaps in no better way can the strength, s well as the sweetness of love in the home, e presented than by a study of Pestalozzi's imple home story of "Leonard and Gerrude."*

"The love and patience," Pestalozzi writes, with which Gertrude bore with the disrderly and untrained little ones was almost ast belief." This was after she had invited er neighbor's little neglected children to oin her family group.

Again, speaking of his own work in the rphan school at Stanz, Pestalozzi says, "I vas persuaded that my affection would change the state of my children just as quickly as the spring sun awakes to new life the earth that winter has benumbed. I was not deceiving myself; before the spring sun melted the snow of our mountains my children were hardly to be recognized. . . . I wanted to prove by my experiment that if public education is to have any real value for humanity, it must imitate the means which make the merit of domestic education; for it is my opinion that if school teaching does not take into consideration the circumstances of family life, and everything else that bears on man's general education, it can only lead to an artificial and methodical dwarfing of humanity. . . . In any good education, the mother must be able to judge daily, nay hourly, from the child's eyes, lips and face, of the slightest change in his soul. . . . The power of the educator, too, must be that of a father* quickened by the general circumstances of domestic life. . . . Before all things I was bound to gain the confidence and the love of the children. I was sure if I succeeded in this all the rest would come of itself."

Pestalozzi's writings and work prepared the way for the kindergarten, for Froebel studied and taught with Pestalozzi at Iverdun, from 1807 to 1809. It will be interesting to mothers to know of the lives of these great educational reformers and to find that both drew their inspiration from the home and the mothers of Germany. The most popular work of each of these men was written to enlist the help of mothers in educating the child. Therefore, I advise the addition of Pestalozzi's "Leonard and Gertrude," and of Froebel's "Mother Play" and "Mother-song" to the books of the Mothers' library, which I trust many kindergartners have already in circulation.

The story-form of "Leonard and Gertrude" makes it comparatively easy reading. It will appeal to almost any mother. At a meeting of the Mothers' Circle, briefly outline the story or appoint a mother to do so. Assign several paragraphs to other mothers to read aloud at the meeting. Request the

secretary of the circle to write a list of all mothers who wish to read the book on a slip of paper with addresses. Paste it in the back of the book and direct the first one named to pass the book on to the second as soon as she has read it, the second to the third, etc. Place date of delivering the book after each name. The mother in whose hand the book remains at the date of the next meeting of the circle should bring it to the meeting and re-start it if others still wish to read it.

At the second meeting practical questions suggested by the reading may well fill the hour. To encourage thoughtful reading, request mothers to copy a paragraph with which they do not agree, or one which they have tried and proved valuable.

The kindergartner should be prepared to show how educational reform has gone forward since the days of Pestalozzi, and that many of his hopes are now realized in th introduction of manual training. Hi schemes for industrial education are onl beginning to be realized, but in Switzerlanc where he lived and taught, it is said tha there is not a pauper known. A beautifu statue of Pestalozzi with arms enfoldin several little children was erected som years ago in memory of this great, lovin father of Swiss orphans, and, indeed, o every land.

SUGGESTED READINGS FROM LEONARD ANI GERTRUDE.

Chapter 8.	A good mother's Saturday evenin
Chapter 10.	Childish Character.
Chapter 16.	Domestic order and disorder.
Chapter 17.	Disturbance reigns throughout th village, except in Gertrude's house
Chapter 23.	One peaceful home.
Chapter 25.	Gertrude's method of instruction.
Chapter 31.	Organization of a new school.
Chapter 32.	A good school master.

SOME STORIES ABOUT TOMMY.

ANNE BURR WILSON.

X.

Jack Frost's Present.

How Tommy had wished for a pair of skates! Now that they were really his, he could hardly wait to try them on the brook at the foot of the hill; but it looked as though he might have to wait some time, for Jack Frost had let the brook get away from him lately. Tommy had seen it running through the fields and under the road, hurrying fast so as not to be caught again, and carrying along with it broken pieces of ice that told the story of its having been caught; now it was nearly free of these, and perhaps it thought itself free of Jack Frost as well, but he was only taking a vacation, and I can tell you that when Tommy looked at his new skates, he hoped the vacation would not be long.

And it was not long, for on that very Christmas eve, after everyone in the farmhouse was snug in bed, and the tree was left alone in the sitting room, who should come peeping into the windows but Jack Frost himself!

He was not surprised to see his friend, the evergreen tree, in the house, for he had seen such things before; indeed, you could not tell him anything about Christmas, for h and Santa Claus were the best of friends many a time had they dashed through th country together behind the swift reindeer and where had he been that very week bu to the North Pole to meet his jolly friend?

So you will not be surprised to knov that he stopped to make some Christma pictures,—of stars and Christmas trees an church steeples,—on the windows of th farmhouse, for the family to find the nex morning. When he came to Susie's win dow something almost took away hi breath, for there lay Susie hugging fast i her arms—could it be a new baby? The he remembered that he had seen somethin like it in Santa Claus' sleigh, and in anothe minute he guessed that it was a Christma doll. He wondered if Tommy, too, woul have something new for him to see; so h hurried to the next window, and peeped in There lay Tommy dreaming of Santa Claus and on a chair right by his bed, where h might put out his hand and touch them th first thing in the morning, was a pair o skates.

Now I do not need to tell you what cam into Jack Frost's head when he saw thos skates. He did not wait another minute but went down the hill as fast as the wind

and chased the running brook until he caught it; then he held it fast, and did not leave it once during the night, for he meant to give Somebody a good surprise.

When Tommy waked early in the morning, the first thing that came into his head was that this was Christmas day; then he remembered his skates, and put out his hand to touch them. Whew! How cold they felt! What could have happened to them? He wondered if Jack Frost had come back from his vacation; it was still too dark to see the pictures on the window, so he could not be sure, but he lay there wishing very hard that it might be so.

At last he heard father's clock, and up he jumped with a "Wish you a merry Christmas," and in the next breath: "Let's hurry and look at the brook." Then he scampered almost as fast as Jack Frost himself, and father was not far behind.

You know what they found, for Jack Frost had been waiting there all night to give Tommy his Christmas present.

XI.

Some Sleigh Rides

The hill by Tommy's house was a great place for coasting; even the boys who lived at a distance were sure to come here with their sleds, for it was the longest hill anywhere around. They thought Tommy's father a very wise farmer, who knew the best place in the country for a farm,—and Tommy a very lucky boy, who had only to step outside his gate, and there was a long hill with a shining brook at the bottom.

Where the road crossed the brook there was a bridge of heavy planks, and beyond the bridge a long level road. I wish you could have been there one morning after Jack Frost had put the finishing touches on it all, for you would have seen Tommy's sled, and big double rippers and little pig stickers, all shooting down the hill, over the bridge, and off on the level road beyond—until from the top of the hill the farthest sleds looked like little black specks on the snow.

The farmer himself had made Tommy's sled a long time ago out of wood from the woodlot, and it was as strong as could be; but no matter how good a start Tommy might get, the great double rippers were sure to go whizzing past him. He could go down the hill and over the bridge, but with all his pushing with his toes in the snow, he could not go far on the level road beyond. So he must tramp up the hill and start one more—with plenty of time for another slide before the big boys came back.

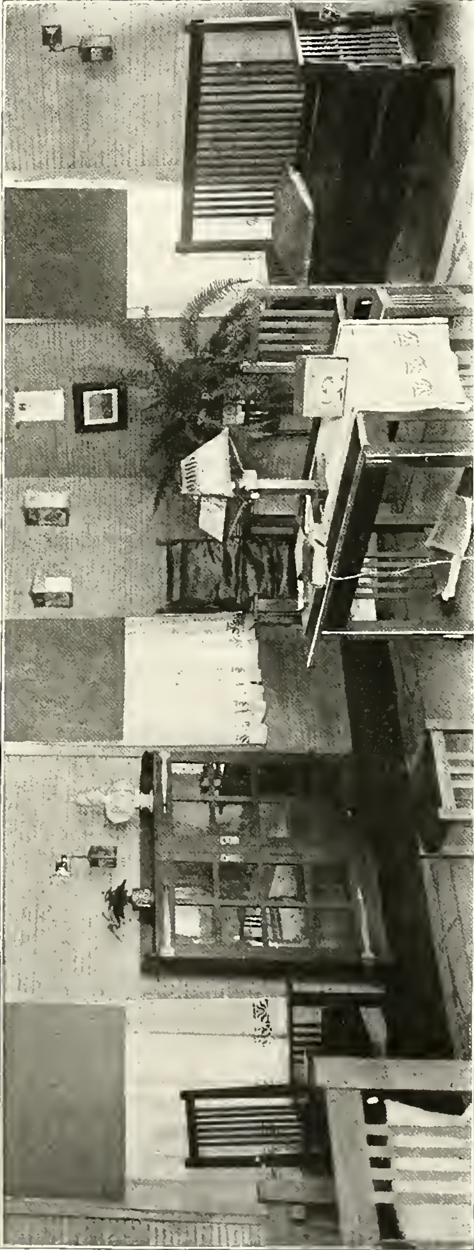
Sometimes they made room for him on a double ripper, and then how he held his breath while they went racing down over the smooth track, across the bridge, and on—on—on—on—until it seemed to Tommy that he must be miles from home; though when he turned around there was the farm house in plain sight,—perhaps mother had seen him from the sitting room window.

Somebody must have seen them, anyway, for all of a sudden there was a sound of sleigh bells, and out of the yard came the farmer with two horses and a long sleigh that was big enough to hold them all—indeeed they knew by the twinkle in his eye that that was why he was using it. So they left Tommy's sled and the big double rippers and the little pigstickers close by the fence, and all scrambled in behind the farmer and started down the hill again.

This time they did not stop on the bridge where Tommy's sled had stopped so many times, nor on beyond where the big double rippers and little pigstickers could go,—but went on down the smooth road with the sleigh bells jingling a tune all the way,—and even when they came to a place where the road went up another hill, still the horses carried the long sleigh on. After a while the houses began to look strange, but this did not trouble the boys in the least, for they were sure that Tommy's father knew the way everywhere and home again. They only kept their eyes open for all the new sights, and their mouths open for cheering and shouting; they passed other boys coasting with all kinds of sleds and they laughed to themselves to see how the horses left the swiftest of them far behind.

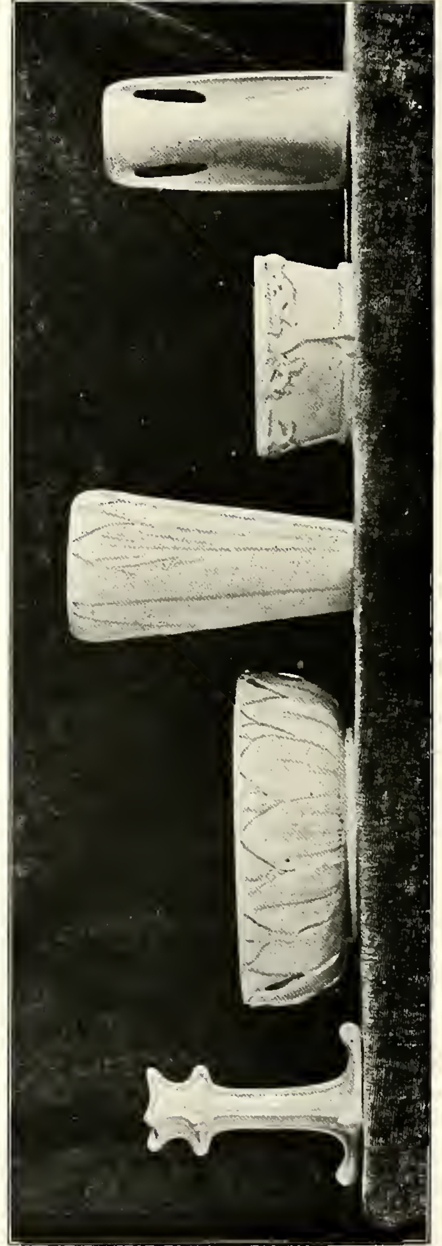
But after a while even their long sleigh had to stop; the farmer did an errand at a farm house by the road and then turned the horses' heads toward home, so they all should be in time for dinner.

The boys gave three cheers for their ride, and I can tell you that when they saw the long road stretching far ahead of them they were glad that this time they did not have to walk to the top of the hill and pull their sleds behind them.



Courtesy Manual Training Magazine.

Room at Shreveport, Louisiana, furnished by Public School Students in Manual Training and Domestic Art.
All work done from working drawings prepared by this class.



Courtesy Manual Training Magazine.

CHILD STUDY.

FRANCES C. HOLDEN.

Questions for Kindergartners and Primary Teachers.

"Between the natural laws of child growth, and the actual work of kindergarten and grade there is a great gulf fixed," said a prominent educator not long ago.

The gulf, however, is not so wide, nor so deep that it cannot be spanned. Kindergartners and teachers, will you not give an account of your experience—as suggested by the general scheme of the following questions—in bringing the practical work of kindergarten and primary school into harmony with the child's natural tendencies? A reply to a single question will stimulate to greater endeavor, and your answers will suggest new lines of work to others.

The questions do not necessarily imply the views of the writer; they are intended to focus attention on certain phases of the problem, and to provoke discussion. Since the higher mental and moral qualities have their source in a robust physical development, the questions begin with physical growth and health. Such topics as the development of the senses, acquisition of language, muscular control, play, imagination, and reasoning will appear in future numbers. To those who cultivate it this field is a fruitful one. Answers, suggestions, or questions bearing upon the work will be published from time to time in the Kindergarten-Primary Magazine. They should be addressed to Miss Bertha Johnston, care of Kindergarten-Primary Magazine, 150 Nassau Street, New York City.

I. PHYSICAL DEVELOPMENT DURING CHILDHOOD.

A. Growth of the body.

1. Do you keep a record of the height and weight of the children?
2. How and when do you make such records?
3. Of what value are they in your daily work?
4. Have you observed a fairly constant relation between size and weight and mental ability?
5. What difference, if any, in the size and weight of boys and girls of the same age?

B. Healthful bodily conditions.

1. If you know the quality of food the children eat, can you trace its effect on growth? On mental ability? Reliable instances elsewhere?
2. What relation exists between their habits of rest and sleep, and physical and mental development?
3. How have you brought about more healthful conditions among the children?
   a. Are child study circles a good means?
   b. How can the teacher create ideals and form good habits by the use of:
      1. School "parties" and lunches?
      2. A rest room, or regular rest period?
      3. The tending of pets?
      4. The care of a playhouse and of dolls?
   c. What means are best adopted to awakening an interest in the care of teeth, skin, hair, and nails.
4. Is fatigue a serious menace to health under present school conditions?
   a. How do you recognize it?
   b. What characteristics of personality and manner in the teacher tend to fatigue young children?
   c. In general, how long can kindergarten and primary children be held to a given task without fatigue?
   d. What are the best means for preventing it?
5. How can you tell the nervous condition of little children?
   a. Do you use definite tests, or judge by the general appearance and behavior?
   b. Have you ever helped to quiet twitching of a child's muscles, or to overcome the habit of making unconscious grimaces? How?
6. Of what is mouth breathing in children an indication?
   a. A bad habit merely?
   b. An unnatural physical condition?
   c. How may it be corrected?
7. Are obstructions, or abnormal growths in the head and throat common among children?
   a. In what ways do they affect the health?
   b. How do they influence the child mentally?
   c. By what ordinary means can they probably be discovered?
   d. What would you do in such a case?

II. Development of the Senses.

Child study has practically determined that in the development of the child's powers the emphasis of growth is placed now on one set of functions, and now on another; there is a growing period for each,

and a certain order in which they develop. The time to shape and enrich the child's life is during these nascent stages. But if the growing period passes, and the right impressions are not made, it is an opportunity gone never to return. For sense impressions and experiences the early years of the child's life are worth all the rest put together.

A. Sensory training in general.

1. What relation do you find between defective sense organs and mental dullness?

2. How much time and emphasis should be placed upon sense education?

a. Does Halleck overestimate its value in "The Educatiou of the Central Nervous System"?

b. How far do you accept Miss Blow's statement that accentuating the elementary sensations impedes the dedevelopment of higher mental activities?*

c. How may the teacher adjust these opposing view points in such a way as to give the child a rich and varied his soul organs?s" etaoinn shrdlus sense experience, and not to "bind- eyes, ears, hands, mouth and nose"?* ing his soul throughout life to his

3. What should be the aim of training the senses in relation to

a. Immediate welfare and pleasure?

b. Future intelligent growth?

4. What topics in the program lend themselves especially to the education of the various senses?

5. Of what value is mental recall?

1. How may the gifts, occupations, constructive work, plays, etc., be used to make more clear and definite the child's mental images?

B. Hearing.

1. How do you test the child's ability to hear?

2. Training the sense of hearing.

a. With what sounds in nature are little children most familiar?

1. How do you acquaint them with

a. Calls of animals?

b. Bird songs?

c. Murmur of running water? etc.

2. In what ways do you use the following means to direct the child's attention and awaken his aesthetic sense?

a. Stories;

b. Instrumental music;

c. Songs;

d. Poems;

e. Dramatization aud imitation?

3. Describe games which are successful in training in the ability to

a. Recognize familiar sounds;

b. Discriminate differences in pitch;

c. Locate sound;

d. Discriminate quality of sound.

C. Sight.

1. What is the best way of testing the eyesight of youug children?

a. How must it differ from the usual means used by oculists?

2. Training of the sense of sight.

a. Color.

1. What exercises help to cure color blindness in children?

2. How slight a variation from the standard can they discriminate readily?

a. Is it desirable to use more than one shade of each color?

3. How soon should children be familiarized with the intermediate hues, such as red-orange, blue-violet, etc.?

4. Is there any advantage in elaborate exercises to show how orange, green, and violet are derived?

5. Is the child's taste best formed by allowing him to use crude colors, and color combinations, if he likes them, or by expecting him to adopt a cultivated adult standard of beauty? Why?

b. What games help to develop

1. Quickness of observation?

2. Accuracy of observation?

3. Ability to grasp an increasing number of objects, or details?

D. Touch.

1. To what extent do kindergarten and primary children need to reinforce sight witn touch, to get clear coucepts?

2. What materials and phases of the program or course of study are best adopted to exercises for cultivating the sense of touch?

3. What plays and games do you use to develop this sense?

E. Taste and smell.

1. Is the cultivation of taste and smell as essential for intellectual growth, as the development of the other senses?

2. May the development of the senses of taste and smell be a source of intellectual as well as sensuous enjoyment?

a. What poets employ images of taste or smell?

3. What are the most simple and natural means of familiarizing children with various odors?

4. What activities naturally demand the exercise of the ability to test materials by the sense of smell or of taste?

The Autobiography of Helen Kellar furnishes a remarkable illustration of the function of the senses in furnishing material which is fundamental not only to intellectual, but to ethical growth.

*"Letters to a Mother," pp. 193-4.

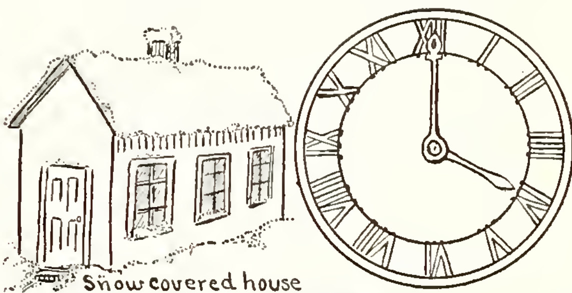
*Ibed.

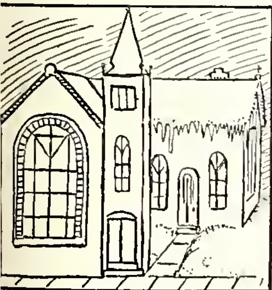
DRAWING, CUTTING, FOLDING AND TEARING FOR JANUARY

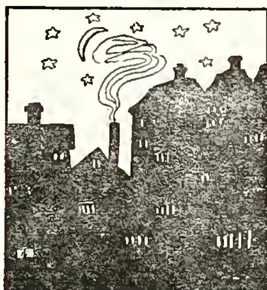
By LILEON CLAXTON, New York.

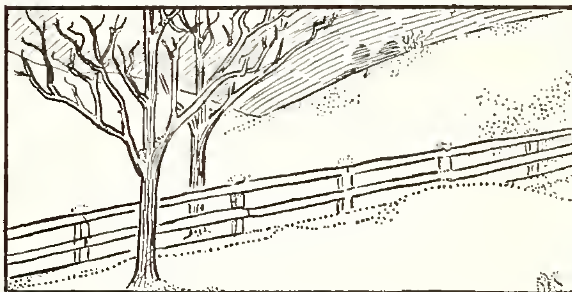
Very little attention could be given to the winter conditions in nature during December because of the Christmas thought being so prominent. Now comes January with its sheets of snow and rivers of ice; its edgings of icicles and its beautiful, fairy snowflake stars and flowers. Some beautiful effects can be secured in drawing this month by the use of white chalk and black charcoal. Snow scenes, skating ponds, sleighing parties, all suggested by slight touches of the charcoal and masses of white.

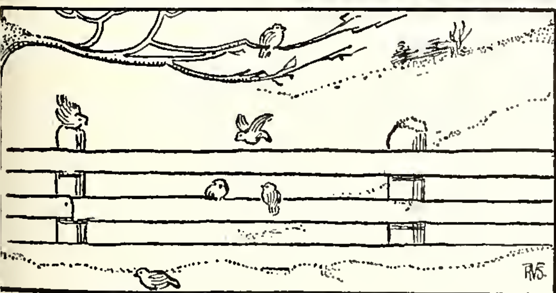
This is the month when the children's thoughts are naturally directed to the idea of time. This, too, affords considerable employment in cutting, folding,

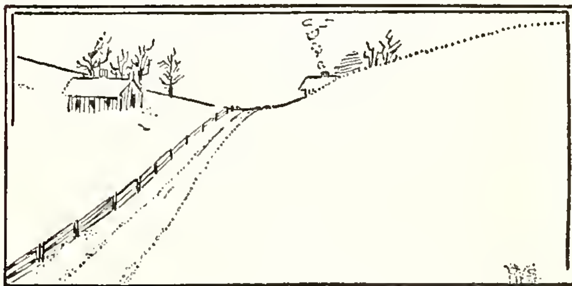












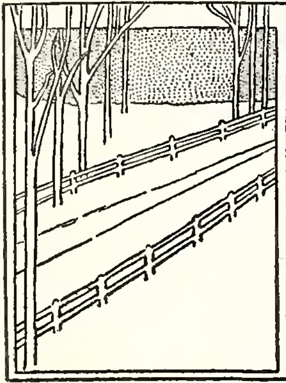
drawing, etc. Some of the time pieces ranging in size from watches and clocks for the homes to town clocks in church steeples and public buildings are among the most realistic constructions of the year's work and never fail to give intense pleasure to the children. Who wouldn't possess a watch, one like father's, if he could!

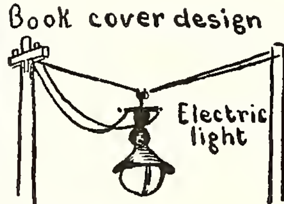
January skies are particularly striking at night. This is a time when the still, quiet beauty of the heavens will reach the souls of the children, if their attention be properly directed thereto. The skies are clear and dark, showing the twinkling of the stars and the phases of the moon to advantage. These changes should be represented in the most beautiful mediums possible and the spirituality of the conditions must be kept before the children. The feelings inspired are mystery and awe, the work begun in transparencies can be continued in connection with the "Light Work" as appropriately as any time during the year and the desired feelings are produced in that work better than with any other. Still, a blue sky with stars and moon set off by black houses with twinkling lights here and there is not lacking in these feelings. This can be produced by combination drawing and cutting. In connection with the lights of God the devices of man for lighting houses and streets are studied; electric lights, street lights (gas and oil), table lamps, all figure in the work. These can be represented in drawings, by cuttings, and tearing, etc.

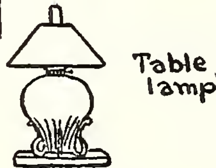
The helpers who might appropriately figure in this month's work would be the street cleaner, the clock maker, and the lamp lighter. Some of them should not be given much time, but their labor is honest and the attention of the children should in some way be brought to them.

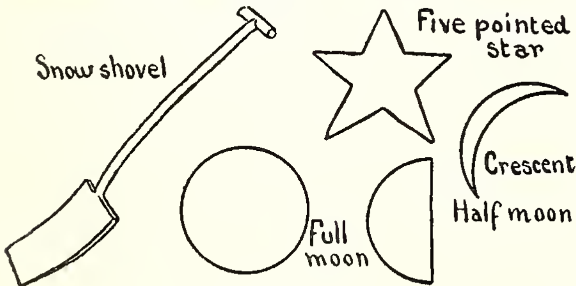
The animal to be noticed this month might be the horse in connection with city life as the conditions of the streets and the difficulties under which he labors call attention to him and especial interest in him. Since birds figure more or less throughout the year the drawing work should include more than one scene where snow birds appear. One such picture might represent children feeding the birds in the snow.

At a time when so little can be done in the line of walks and visits it is particularly fortunate that nature comes to our door with her hands full of good things. But thus is it ever, if we would but search out the "compensations" and give ourselves up to the enjoyment of the blessings.









Drawing.

House covered with snow.

Fields of snow with trees and fences.

Country road covered with snow; here and there a house.

Frozen river with skaters.

Church covered with snow.

Building hung with icicles.

Geometric drawings of snowflakes.

Clock face.

Clock tower.

*Night scene.

Snow scene with snow birds.

Fields of snow and a frozen river (bookcover).

*The night scene should be drawn on a large blue sheet of paper. The moon and stars represented in the sky with yellow pencil. The buildings of different heights and outlines drawn with black pencil and here and there a red and green light scattered through many more yellow lights, apparently shining through windows or hanging high as signals.

Free Drawing.

Street scene during and after a snowfall (men clearing the streets, people going through deep snow).

Sleighing party with horses, etc.

Children coasting.

Skating scene.

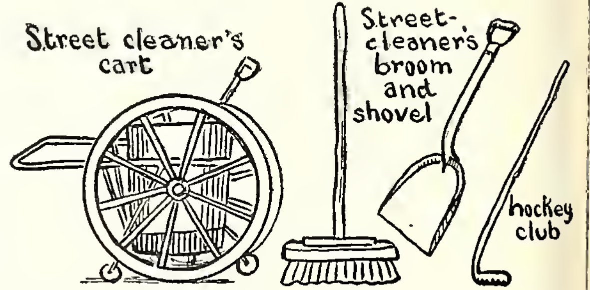
Pictures of the sky as the children see it.

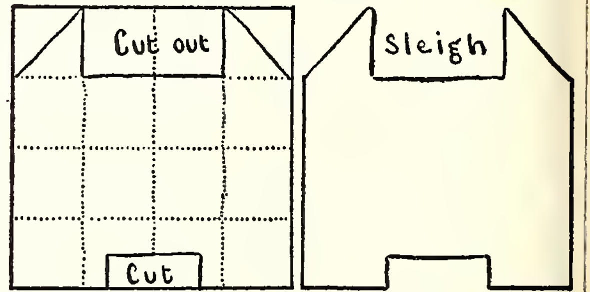
Church with clock face.

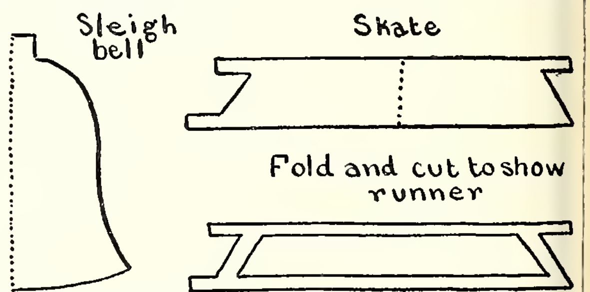
Alarm clock.

Watch and chain.

Window in clock store.







Lamp lighter at work.

Street lighted by gas lamps.

Street cleaner at work.

Children feeding birds from a window (paste on shutters to open and shut.)

Horse at work during winter carrying heavy loads through the snow, drawing wagons loaded with snow, etc.

Illustrate story work.

Practice Drawing.

Electric light.

Lamp post.

Table lamp.

Cutting.

Snow shoe.

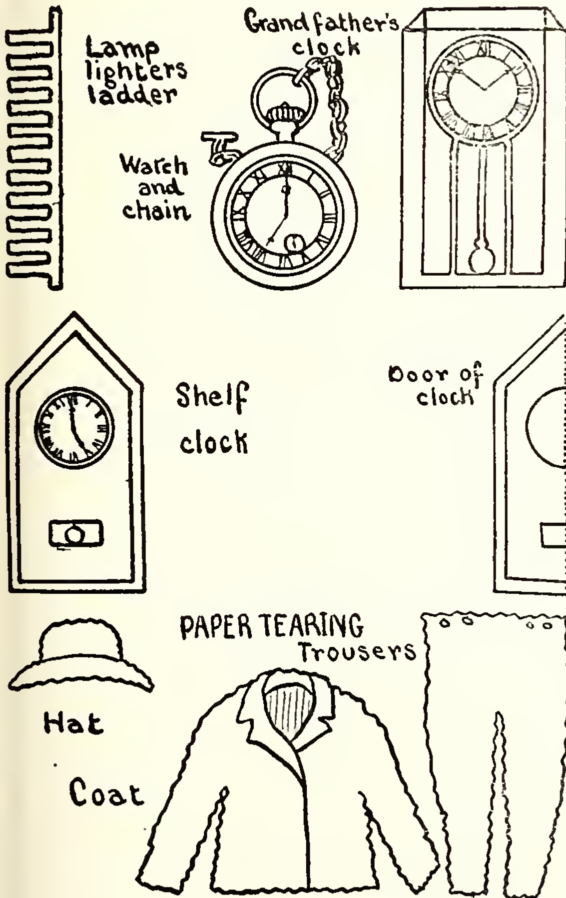
Snow shovel.

Star.

Crescent. Yellow paper.
Half moon.
Full moon.
Lamp post.
Table lamp.
Illustrate story work.

Drawing and Cutting.

Child on skates.
Child and hocky club.
Sleigh and driver.
Bob sleigh.
Five pointed star (please draw in on designing squares).
Electric light.
Watch and chain.
Street cleaner.
Street cleaner's broom, shovel and cart.
Illustrate story work.



To construct the watch and chain referred to above draw an open faced watch and make a paper chain of fine strips of yellow paper.

Folding and Cutting.

Sleigh.
Grandfather's clock.
"Clock on the shelf."
Sleigh bell.
Skate.
Ladder (lamp lighter's.)
Table lamps.

To make the sleigh take a large square sheet of paper; fold the sixteen squares. Cut away the two middle squares on the front edge, leaving one square at either corner. Fold the back edge to the first fold running from side to side. Cut away as on front of sleigh only taking a strip half as wide and just the same length.

Fold corner to diagonally opposite corners on back of paper.

Fold right and left edges to the nearest fold to make the runners of the sleigh; paste and stand upright. Fasten a string through the front of runners and sleigh is complete.

The parts of the Grandfather's Clock are first made and then pasted together thus: Take a paper circle two inches in diameter at least; represent the figures and markings around the face of the clock by dashes; draw the hands. Now fold and cut the oft-used box form, but do not paste the corners yet. This is to be the body of the clock and should be a generous size. In the proper position at the top of the clock paste the face; from this paste a narrow strip of paper to represent the string of the pendulum; on the end of the strip paste a one-inch circle for the bottom of the pendulum. When these are quite dry the box corners should be pasted. If the clock will not stand alone a support should be pasted on the back.

A clock with a pointed top will be a change for "The Clock on the Shelf." Fold one diameter running from top to bottom of the clock; fold right and left edges to this diameter. Fold the two top corners to the diameter at the back of the clock. Cut these folds, leaving a peak top for the clock. At a proper distance from the peak draw a circle for the face of the clock; indicate the markings on the face. From the bottom of the face suspend a string on which is fastened a small sphere or cylinder. This clock can be greatly improved by pasting on a door made just the size and shape of the front of the clock between the two outside folds and the peak and bottom. Before fastening the door to the clock fold the two sides together and cut out holes for the clock face and pendulum weight to show through. If the clock is to have this door the face of the clock and the pendulum, arrangements should not be placed on the clock till the door is completed. This will show the exact place where they should be fastened. A broad margin should be made around the door of the clock for a frame.

Fold skate through the middle and cut out to show runner.

Paper Tearing.

Street cleaner's uniform of
Hat.
Coat.
Trousers.

The children should mount these pieces on a good sized mounting paper and fill in with pencil the face, hands, feet, buttons, and tools for working.

THE KINDERGARTEN PROGRAM.

HARRIETTA MELISSA MILLS.

The Function of the Principles of Selection and Arrangement in Program Making.

WE have set forth, in earlier discussions, the theoretical basis and have had occasion to repeatedly emphasize the spiri- of the Humanitarian Program, tual reference of the common problems of life and of education. Further, we have indicated that the experience content of this program, which emphasizes the relationship to humanity as represented in the home and family life, and the relationship to nature as indissolubly linked with the development of each human being, must be viewed in the light of a third factor which gives to the process its characteristic of spirituality—the relationship to God.

For purposes of clearness, the subject-matter of this conception of the program has been treated, first, in its relationship to humanity, and second, in its relationship to nature. Such a treatment must be understood as expedient only, since these factors belong to one unitary process of experience, and cannot be separated.

Again, the principle of selection, or differentiation—for purposes of reflection—has been considered apart from its necessary correlative, the principle of arrangement, or integration.

Before proceeding to the discussion of the principle of arrangement and its function in program making, it may be well to intimate the ultimately unitary office of the principle of selection, which functions through processes of differentiation. Paradoxical as this may seem, a moment's reflection will make it clear as an indisputable truth; e. g. History arises through the exercise of the principle of selection. Within the totality of experience in the life of a race, there arise experiences which are of fundamental importance to the individual member, and to the corporate life of the whole. In the beginning of race life, these experiences were differentiated from the total experience-continuum for emphasis through repetition. They were handed down by oral traditions; they were preserved in picture writing; down through the ages it is possible to trace the various devices invented by mankind to preserve the record of important events, until they culminated in the invention of printing. Again, these crucial events in the development of race life which were emphasized through repetition, stimulated the emotional life of the race, aroused its imagination, and liberated forces which gave to the world its art and its literature. Dr. Woodbury writes: "Race life spiritualized is the formula of all great literature."

In some such wise the various school studies have arisen, and have become the ways and means, not only of preserving experience, but of transmitting it for the enrichment and interpretation of the experience of each succeeding generation. Thus the principle of selection, beginning its functioning in differentiation, becomes the integration, progression, and interpretation of each selected experience.

Here we may profitably recall the statement made in the introduction to these discussions, viz.: that the history of civilization reveals the great humanitarian principle as the basis for the kindergarten program. In the illustration cited above, this principle, persistently working through the selective power of race mind, demonstrates its ability to hold fast that which is good for itself and for posterity. The principle of selection, even while functioning as the agent of special integration, progression and interpretation of various phases of human experience, still retains its differentiating character, since it has only rudimentary power to reinforce and interrelate the experiences it has selected. The reinforcing and interrelating of these experiences is accomplished mainly through the functioning of the correlative principle of arrangement, as the agent of both special and general unification of experience.

Leaving this principle of arrangement for later development, let us return to the position that education is a spiritually determined process which functions through a system of relationships, and indicate a little more fully how the experience content of the kindergarten program substantiates this position.

Frobel writes: "Education consists in leading man as a thinking, intelligent being growing into self-consciousness, to a pure, unsullied, conscious, and free representation of the inner law of Divine Unity, and in teaching him ways and means thereto."*

*"Education of Man," p. 2.

If it be assumed that the aims and purposes of life and of education are identical, and that the ideal goal of their combined striving is none other than the conscious unification of each individual life with the Divine life, it follows that the ways and means to this achievement are of primary importance. Recognizing that in the last analysis the problem is essentially spiritual, it is clear that the goal cannot be won by direct approach, nor in isolation can the individual win his birthright of freedom. Through communion and kinship with human life, and through communion with the spirit of truth and beauty manifest in nature, the way lies open to communion and unification of the individual life with the Divine Life. By conscious unification of this three fold relationship, there is created a province of experience within which the individual, representing and expressing this unitary life, may live, a free soul.

It is the high office of the kindergarten to select and arrange ways and means to "life's unification (Lebenseinigung)." The work of the kindergarten under the humanitarian conception of the program, is based upon the recognition that the processes which make for the control and unification of experience, have begun their functioning in pre-kindergarten days; but these processes are, in the main, rudimentary and unconscious, having been exercised in relation to an unordered and miscellaneous experience that has been subjected to little evaluation. With the advent of the child into kindergarten, these primary processes of control and unification of experience are continued; but their exercise is now directed; and, under guidance, they function to gain control over a carefully selected and arranged body of experience which contains essential worths and truths for childhood. Subjecting these selected experiences and their sources to a final analysis, they are found to be the very foundation of human development, and are the embodiment for childhood of the best that the race has won. Thus, with the kindergarten begins that education which Dr. Butler defines as "the conscious adjustment of the individual to the best inheritances of the race." The aim and purpose of every selected process and experience is the conscious unification of race life with the Divine Life. This is to be accomplished, not through the direct method of instruction, but, by the indirect method of training, which seeks, as the outcome of its inspiration and guidance, the nurture of the soul. The education that begins in the kindergarten is the education by unification.

Profound consideration incited Froebel to write: "Do with the child nothing unrelated, else he easily becomes uneducated." The maxim, "Unrelated, uneducated," does not rest upon theoretical foundations only; nor is the work of developing power to grasp relationships left until the child reaches the plane of instruction. Play activities afford opportunities for developing the power of perceiving relationships. In Froebel's "Mother Play," with its typical experiences there is suggested a general methodology of dealing with the play responses of childhood to the end of establishing the habit of seeking essential relationships within any given experience.

Thus, the program for the kindergarten involves a study of essential relationships. Thus, are selected from the experiences of pre-kindergarten days those which embody the richest human relationships. Thus, also, are selected those aspects of nature which can be most readily interpreted in terms of appreciation, aesthetics and beauty. Here, again, the nature and need of the child can be our guide, since it is nature as the "inexhaustible source of delight and inspiration" that determines selection—the nature that stimulates the social feelings, and requires the companionship of kindred souls for its appreciation; nature which embodies elements that cannot be expressed in scientific formulations—elements that quicken in the human soul the capacities for communion with the Divine Life. In the interest of clearness, it may be necessary to speak of the human reference and of the nature reference of the kindergarten program, but no real dualism is predicated. Man apart from the human relationships in which his life develops is unthinkable; nature apart from the significance humanity has found within it, is meaningless; and in the relationship of both to the Divine Life lies the meaning of the life of man and the world of nature.

We have now to trace the further functioning of the principle of selection. Having found the sources from which to select the experience content of the kindergarten program, it is not enough to emphasize them by presentative and representative exercises; they must be enriched and correlated. Art, literature, and music constitute

the sources of ideal enrichment of the experience content of the program. The race, in passing along these experience-ways, has left its record of every vital human interest, in art, song, and story. These records are the child's birthright—his patrimony, of which education has been made the steward. These inherited riches, education may hoard and withhold to the impoverishment of childhood; it may spend lavishly and recklessly; or, it may so conserve and administer these inherited riches that at each stage of development, the unfolding nature and needs of the human being may be met.

This is peculiarly true in the selection of stories as ideal enrichment of experience. In the story which presents the known experience in ideal form, the child may leave the field of personal experience and enter the store house of race experience, from which he may return with a measure for his own life and spirit. The movement which began in the concrete experience of the child's own world, has gone out into the related unknown, and returned, freighted with an increase of joy in a world, the enriched content of which expands heart and soul, strengthens the mind, and unfolds life in power and freedom.* Those who are consciously working under the third, or humanitarian conception of the program and are also conscious of their stewardship, ask of each selected experience and the various modes of enrichment, Are they simple? Are they timely? Are they true to the nature and needs of this group of children? It is a common failing of the kindergarten that many of the stories told are far beyond the possibility of comprehension by children under six years of age. Stories such as "The Fisherman's Hut," "Little - Prince Harweda," "David and Goliath," "St. George and the Dragon," "The Invisible Giant," belong by right to a later stage of development. If these stories embody essential truths, and are entitled to a place in the development of moral and literary consciousness, then let us seek their embodiment in forms adapted to the kindergarten stage development, rather than adapt and abridge these stories which wait upon a later stage of development for appreciation. In "Moral Education," Edward Howard Griggs repeatedly deplores the habit of "fixing up" stories and legends.

*For fuller development see "The Evolution of the Kindergarten Program," in Part II of the "Sixth Year Book of the National Society for the Scientific Study of Education."

The characteristics of truth, simplicity, and timeliness which guide in the selection of stories as ideal enrichment of the program, are also binding in the realms of art and music. In the third conception of the program, the education materials of the kindergarten are interpreted from the point of view of their function in the developing life of the child. The so-called gifts and occupations are regarded as means and never as ends in themselves. There is a distinct tendency to regard them all as occupations since, in the hands of little children, they are the means of expression and of gaining some rudimentary control over many forms of human experience. As means of furthering the processes of social control they are fundamental; and their structural elements of form, number, position, and direction are held in strict subordination to the human and nature experience within which these formal factors take their rise. These, then, are the agencies which the kindergartner selects as the ways and means of leading the child—growing into self-consciousness— to the life of control of a unitary experience which embraces his relationship to humanity, to nature and to God.

Turning now to the principle of arrangement as the necessary correlative of the principle of selection, it may be noted that its primary office is integration. From the structural point of view, its office is to secure within the circle of selected experience, unity, progression, inter-relation, and reinforcement. By means of arrangement and organization, each selected experience, with its related resources of art, music, literature, and educative materials, must be so arranged as to secure within itself progression, inter-relation, and reinforcement; and at the same time interrelate and reinforce the total experience—content of the program.

At this point a momentous question emerges. What shall determine the character of progression in the program? We had occasion to touch upon this point in the development of the practical aims of education in Section V of this series: "How harmonize the ideals and ideas of the adult world view with the world view of childhood? Is it possible to give to mature and relatively conscious ideals, continuous and progressive expression in kindergarten?" The third conception of the program requires that the element of progression shall

have psychological determinants. It is the nature of the child to fashion its life upon whatever its world holds. It is the child's need for guidance that gives to education sanctions for selecting and arranging, from the child's world, those experiences that are the best inheritance, not only of the child, but also of the race, and are such as can be interrelated, and also reinforced from the treasure stores of the race. This program does not assume the prerogative of substituting a relatively complete world view for the partial and rudimentary world view of the child. Its aim is, rather, to guide in utilizing and organizing whatever elements the child possesses of a given valid experience. Given the appreciative basis in the child's own experience, the kindergartner may, by artistic arrangement of influence and suggestion, impart the riches of the adult consciousness in a degree commensurate with the needs of childhood.

The attitude towards progression and continuity constitutes a fundamental difference between the second and third conceptions of the kindergarten program. Progression in the second is logical; in the third it is psychological. The second follows an objective sequence of type experiences selected from Froebel's Mother Play; and also the logical sequence of the gifts and occupations. Reflecting upon this procedure, the question arises: Is there not grave danger in following an objective sequence of experience, that the psychological, or apperceptive sequence of the child's own development become obscured or submerged? Or, from another point of view: May not these selections follow a quasi-subjective sequence of child development—a sequence, the germinal points of which arise in artificial budding points of experience induced by the kindergartner; e. g., the visit of a carrier pigeon to the kindergarten; making a "light bird" on the wall; the picture of "The Knights and the Good Child"; peeping through pin holes. From the psychological point of view, the value of these experiences which require these immediately arranged points of departure, may be questioned. Have they genuine root in the total life of the child? Are they not externally conditioned rather than inwardly initiated? From the psychological point of view, may they not illustrate the truth that "sense in vain presents what organized experience is not prepared to receive?"

Progression in the third conception of the program is psychological; but this does not preclude the functioning of the logical factor in the organization of experience. The psychological and logical factors are, rather, terminal aspects of one process of growth. The child has been the relatively unconscious discoverer of the experiences with which the program deals; but these experiences have been none the less psychologically discovered. Through the selecting, organizing, enriching, and correcting agencies and activities of the kindergarten, the element of system enters and begins its regulative function. The kindergarten is working under the guidance of logic in education, which requires that all education must be relative to the society in which it is given. And, again, in the self-activity of the individual, initiating the measures of control of experience, psychology and logic meet on common ground. Kindergarten procedure, from the psychological point of view, is far more passive and following than categorical and prescriptive; since "to follow the latter mode of education, is to lose the pure, the sure, and steady progression of mankind." In its guiding and protecting office, the kindergarten seeks to deepen the channels of the living springs of thought and feeling already opened in the mind and hearts of children.

Returning to the principle of arrangement, let us now trace a program for a given period of time, and for a particular group of children. The first step in the actual making of a program must be taken backward in time, in order to ascertain the influences that have been steadily formative in the life of this group of children. This retrospective work is an absolute necessity to intelligent program making. On entering a new field, the first desideratum is an extensive study of the environment in which the children live. A memoranda should be made of every positive and every negative factor. Every instance of normal animal life should be especially noted; e. g., where the sparrows build their nests; where there are chickens, pigeons, or rabbits. If a park is near, locate the places where cocoons may usually be found; e. g., on young alanthus trees. If near a river, note the time when one may best watch the sea-gulls flying. Notice every tree and shrub, flower or vegetable garden, no matter how small. No kindergartner is in possession of her field until a complete inventory of the external condi-

tions of the work has been made. Studies have been made of sections in crowded cities that seemed teeming with only negative influences, but which have yielded rich returns of positive experience for kindergartner and children. The negative factors must also be noted as having already exerted an influence, the overcoming of which constitutes a unique problem.

The second step is taken in getting possession of the internal conditions of the school and kindergarten. Note especially the general atmosphere of the school—its "psychic climate," which appeals to feeling and yet defies description. Note the attitude of the children toward each other and toward the teachers, and the attitude of both toward the principal. These steps need not in the beginning take much time.

The third step—the intensive study of the environment, requires time, tact, and patience. To enter the homes of the children and study the human relationships that have been most constantly formative in their lives, is a labor of love that brings to those who really enter upon it, rich reward of insight into the nature and needs of each child. Mothers' meetings and parents' meetings are a help in this intensive work, but with these the efforts to connect the school life with the home life too often ceases. Helpful as these meetings may be, they can never yield such returns as the personal visit to each home represented in the kindergarten. Extensive and intensive knowledge of the formative influences in the life of the group and in the life of the individual child, makes possible the unification of kindergarten life with the life that has been; and is necessary, if the positive experiences of the pre-kindergarten life are to be linked with the positive and formative influences of the kindergarten. It is characteristic of this preparatory work that it is never finished. Year by year each environment will yield to those who have eyes to see, the possibilities of richer and wider relationships with the world of nature and the world of man. To help the children to find truth, goodness, and beauty within the circle of immediate experience, and then to extend the boundaries of that experience by the riches and resources of the kindergartner's wider environment, is service of high order. It is such service as this that penetrates the life of the kindergarten with a fine religious and spiritual influence that no power, save the lack of it in the kindergartner herself, can exclude. Religious instruction may cease to be a part of the work of secular education; but wherever there are spiritually enlightened teachers, religious influences will not pass unhonored from the school.

Let us now apply the principles of selection and arrangement in the organization of a program for a given period: e. g., one week. The problem consists in bringing into organic relationship the elements involved, and incorporating them in a schematic plan which will present the period as a unit—a scheme, whereby one may see at a glance the total plan and be able to detect wherein it is strong or weak. The diagramatic form lends itself to these ends. The following outline will make clear my meaning and may prove suggestive:

This plan pre-supposes that the preparatory steps have been taken, and that the kindergartner has intimate knowledge of the nature and needs of the children. The first point to note is the experience content of the period under consideration, which should be viewed in its relationship to preceding experience. It is essential to formulate this connection; and further, it is necessary to select the points within the given experience, which, sooner or later, should be emphasized. For convenience, they may be numbered; but in following the apperceptive order of approach, the children may begin at any point, or with one not noted by the kindergartner. This need not complicate the procedure in the least; since, where the preparatory work has been well done, within the circle of this experience, the kindergartner may move with absolute poise and freedom; she is prepared for every emergency; and every valid contribution to the experience by the children is accepted at its full value.

The experience content of the program with all its sources of enrichment should now be studied; and for this the kindergartner inventories the possibilities of first hand experience that the environment holds, and also searches out the riches of songs, stories and pictures. These may be arranged under their respective headings, and from these the kindergartner may finally select the means for the actual and ideal enrichment of the chosen experience. All this selective work is done under the guidance of the general ideal, or purpose of the whole program; but there are immediate aims and purposes relative to the given experience, to be real-

Diagramatic Scheme For Program Making.

——— Week.	Connection.	Subject Matter. Aims and Purposes { For Teacher. / For Children.	Points To Be Emphasized	

Sources of Experience.	Stories. Rhymes.	Songs. Instrumental Music.	Plays. Games. Rhythms.	Gifts. Materials.	Occupations.	Nature. Reference.
Observation. Illustration.						

Arrangement of Morning Talks.	Gifts.	Occupations.	Summary For The Week.
1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	

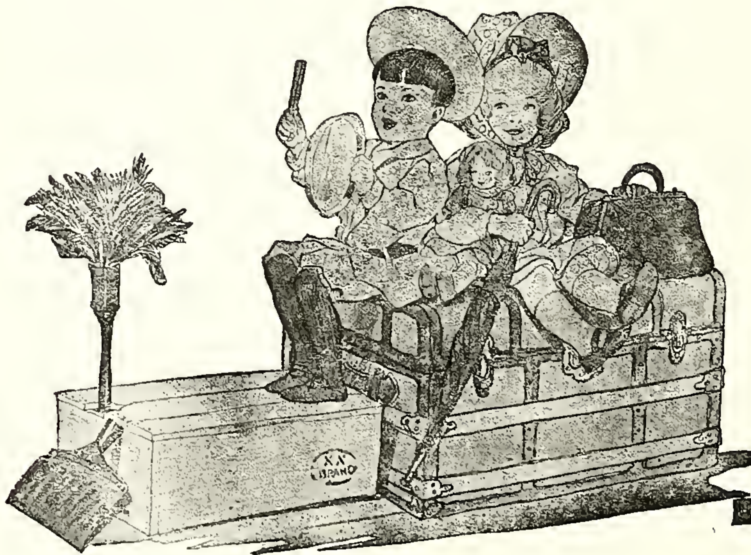
ized by both teacher and children. The practice of formulating aims and seeking to realize them will gradually eliminate the element of vagueness and consequent indeterminateness of practice.

The experience and the presentative resources having been determined, the selection and arrangement of the representative elements in rythms, plays, games, and education materials should be considered. These, in turn, are arranged in their respective positions in the diagram.

Every outline should contain the reference to nature. Irrespective of the selection of experience which may or may not have immediate reference to nature, there always remain those constant phases of nature which appeal for emphasis, and which lay the foundations for the appreciation of progression and continuity that point ever onward and upward. In the constant and changing aspects of nature lies the kindergartner's opportunity to implant the ideal that continuity is neither mere static repetition nor aimless change; but, rather, the practice of purpose, which, in nature, steadily reveals the presence of an unseen spiritual power.

There now remains the task of differentiating and integrating these presentative and representative elements into the daily plan with its morning talks, presentation of songs, pictures, stories and plays, and the selection of expressive mediums in the gifts and occupations. Finally, the summary of the week should faithfully record successes and failures. Here one must be fearless in recognizing both; one must be willing to be taught by failure as well as by successes.

Thus, through selection and arrangement the elements of a given subject are set in order in accordance with the humanitarian principle which dominates the third conception of the program. Its leading reference lies in the human relationship which can in no way be separated from the relationship to nature. One may not set down in diagramatic form elements and agencies that represent the relationship to God. Yet it is none the less present. The spiritual element lies within each phase of human experience and functions in the development of the life of each human being through subtle influences that elude description. It lies within the power of the kindergartner to accentuate these influences by interpreting experience in terms of truth, beauty, and goodness.



Courtesy, Little Brown, & Co., Boston.

From Playtime, a Primer, by Clara Murray.

DAY BY DAY WITH NATURE—FOR THE KINDERGARTEN AND PRIMARY GRADES

(Copyrighted)

MARY A. PROUDFOOT, B. S.

Winter Subjects: Snow and Ice.

I. Observe a snowstorm.

How do the flakes fall? Do they fly like birds, sail like kites, or dance? Where do they light? Make a blanket for the ground, cover the trees. Use as discovered in their first lesson: snow protects seeds and plants; we bank it about the house to keep out the cold. After these observations, the children will spontaneously play they are snowflakes.

II. The children shovel away snow, and observe a snow plow. Let little groups go out and clear the snow off porch or walk. As an occupation aside from the suitable use of the kindergarten blocks and play in the sand, the children can easily construct top shovels by cutting up strawberry boxes. A twig can be added for a handle by splitting it slightly at one end. Into this slit a square piece of the wood can be inserted.

III. A snowball game out of doors.

a. Make a snow man, tunnels, and the like. b. Have a snow battle, an equal number of children taking part on either side.

IV. Observation and use of different kinds of sleds, hand sleds, toboggans, bobsleds, cutters. Let the children then make a sled of wood, if possible, and use it.

V. Visit or make a pond.

a. To make a pond, run water in the yard and let it freeze. The children then become aware of the cause of the formation of ice. b. Allow the children to skate and slide.

VI. Observation of ice cutting and the storing away of the same.

If possible, visit a pond, lake, or any place where they are cutting ice, and then an ice-house.

VII. The use of ice to make ice-cream.

This experience can be carried out either in the home or in the kindergarten. If a freezer cannot be obtained, the cream may be turned into a small tin pail with a cover, which can be revolved within another larger one filled with ice and salt. In this case, care must be taken that no salt falls in when the cover is removed. While the ingredients are being prepared by several children, the ice can be put into a bag and pounded by others, while still others wash the freezer and make everything ready to receive the cream.

VIII. Observation of the action of the sun on ice and snow.

(The only way to continue this subject is to wait for a thawing time, so that the children can make their own discoveries.)

I. Walk to a creek, or note flow of water in a street. Observe the increased height and flow of water as result of the thaw, its effect on small bridges, the overflow of water in fields, and the like.

. Bring a pan full of snow into kindergarten.

Compare the melted snow with hydrant water, and after having observed the difference between the two, let the children use this water and have a lesson in washing the hands.

The Snow Image.

(Adapted from Hawthorne.)*

Once there was a little violet, not a little blue violet growing in the field and blooming only in the summer, but a flower that blossomed in the winter as well. She had a mother and father like yours, and was such a modest, beautiful little girl, that people called her Violet. Her little brother made everyone think of sunshine and big rosy flowers, so they named him Peony.

One cold winter's day, after it had snowed deep snow, the good mother of these children bundled them well in their thick coats, scarfs, caps, and mittens, and let them go out into the garden to play.

Their only play place was the front yard, for they lived in the city. There were two pear trees in the garden, and these were loaded with snow, with long icicles for fruit.

With a mother kiss on each cheek to scare away Jack Frost, away the two children went with a hop, skip, and a jump, that brought them right into the midst of a large snow drift. Out came Violet like a little white lady, and Peony after her, with his round rosy face redder than ever. What fun they had! They liked it as well as the snow birds themselves.

"Why, Peony," said Violet, after they had been snowballing one another, "you look just like a little snow man. Let us make one, not a snow man, but a little girl, who

shall be our sister and run about the garden and play with us. Wouldn't it be nice?"

"Oh, yes!" cried Peony, as plainly as he could speak, for he was only a little boy. "That will be nice, and mamma shall see it."

"Of course," said Violet, "only she must come out doors to see her, for little snow sister wouldn't like to be near the fire."

At once the children set to work to make a little live snow girl, who should really be able to play with them. The mother, who sat sewing at the window, heard what they said, smiled, and wondered how they could ever do that, and yet she loved her children so much that she thought that if any children ever could do it, it would be Violet and Peony. "Then, too," said the mother, "the snow that has just fallen from Heaven is so white and beautiful, how do I know but some angel children may come down to play with my Violet and Peony, and without their knowing it, help them to make the little snow sister?" The mother was very busy darning stockings, and yet again and again, and yet other agains, she could not help turning her head to see how they got on with their snow image.

Violet was the leader, and while her own little fingers worked away, told Peony what to do.

"Peony, Peony," cried Violet, "bring me that soft feathery snow from the branches of the pear tree, I must make sister's ringlets and put a wreath in her hair."

"Here is the snow, Violet, take care you do not let it blow away!"

"Oh, isn't she pretty?" said Violet, "and now I must have some bits of icicle to make her eyes shine. What a nice little playmate she will be for us! Shan't you love her, Peony?"

"Oh, yes," said Peony, "and I will hug her, and she shall sit down close to me and drink of my warm milk."

"Oh, no, Peony, that will not do at all. Snow people eat icicles, you must not give her anything warm to drink. Oh, look here, Peony, a light has been shining on her cheeks out of that rosy cloud, and the color does not go away."

"Oh, beautiful," said little Peony, "and just see her hair too; it is like gold."

"Of course, that, too, comes from the clouds, but her lips must be redder. Just kiss her, Peony, that will make them red."

Then the mother heard a smack as if both children were kissing the snow image on its frozen mouth. Just then there came a breath of pure west wind, sweeping through the garden and rattling the parlor windows. It sounded so wintry cold that mother was going to tap on the window pane for them to come in, when both children cried out to her in one voice, "Mamma, Mamma! we have finished our little snow sister and she is running about the garden with us."

"Dear Mamma," cried Violet, "look out and see what a sweet playmate we have."

So the mother laid her work down again. The sun had gone down, and yet the sky was quite bright, so that she could see everything very well. Sure enough, there was a small figure of a girl, all dressed in white, with rosy cheeks and golden hair, playing about the garden with two children. A stranger, though she was, they seemed to know one another, and were like little friends who had always played together. The mother wondered if it could really be true, or if, perhaps, she were after all one of the neighbor's children. "Yes, it must be so," thought the mother, and she went to the door to invite the runaway in, for it was now fast getting cold.

But, after opening the door, did she see a real child, or a snow-child, being blown about by the wind? She hardly knew whether to speak to her or not. She had never seen any child like her before. Then besides, she was dressed in white, and what mother would have sent a little girl out dressed like that on a cold winter's day? It made her feel cold to look at the little feet dressed only in a thin pair of white slippers. And yet, the little child did not seem to mind the cold, but danced so lightly over the snow that the tips of her toes hardly left a mark. Violet could but just keep up with her, while Peony's short legs made him follow behind. The longer the mother watched them the more she wondered how a little girl could look so much like a flying snowdrift, or how a snowdrift could look so very like a little girl.

She called Violet, and whispered, "What is this child's name? Does she live near us?"

"Why, Mamma," answered Violet, laughing, "this is our little snow sister whom we have just been making."

"Yes," cried Peony, running to his mother, "this is our snow child. Is it not a nice 'ittle child?"

At this instant a flock of snowbirds came flitting through the air. Of course, they

did not come near Violet or Peony, but flew at once to the little white child, fluttering eagerly about her head, and alighting upon her shoulders.

These little birds were old Winter's grand children, who had come to see her, and she held out her hands to them. They all tried to alight on her ten small fingers and thumbs, crowding one another off with much fluttering of their wings. One bird even put its bill to her lips. How happy they were!

Just then the father came home wrapped up to his ears in his great warm coat, with the thickest of caps and gloves to keep out the cold. He was pleased to see his wife and children, but surprised to see them out that wintry evening after sunset.

"What little girl is that?" asked he. "What is her mother thinking of to let her go out in such cold weather as this in a little white dress and slippers?"

"Why, father," said Violet, "this is our little snow sister, we made her this afternoon, because we wanted another playmate."

"Yes, papa," said little Peony, "isn't she pretty, and she gave me such a cold kiss."

"Oh, children," laughed the father, "how could anyone make a live figure of snow? Come, wife, this little stranger must not stay out in the cold any longer. We will bring her in, and give her warm bread and milk."

The good father then started after the little white child, but Violet and Peony each seized their father's hand and cried: "Oh, father, our little snow girl can only live in the cold! Do not make her come into a hot room!"

"No, father," said Peony, "don't bring her in!"

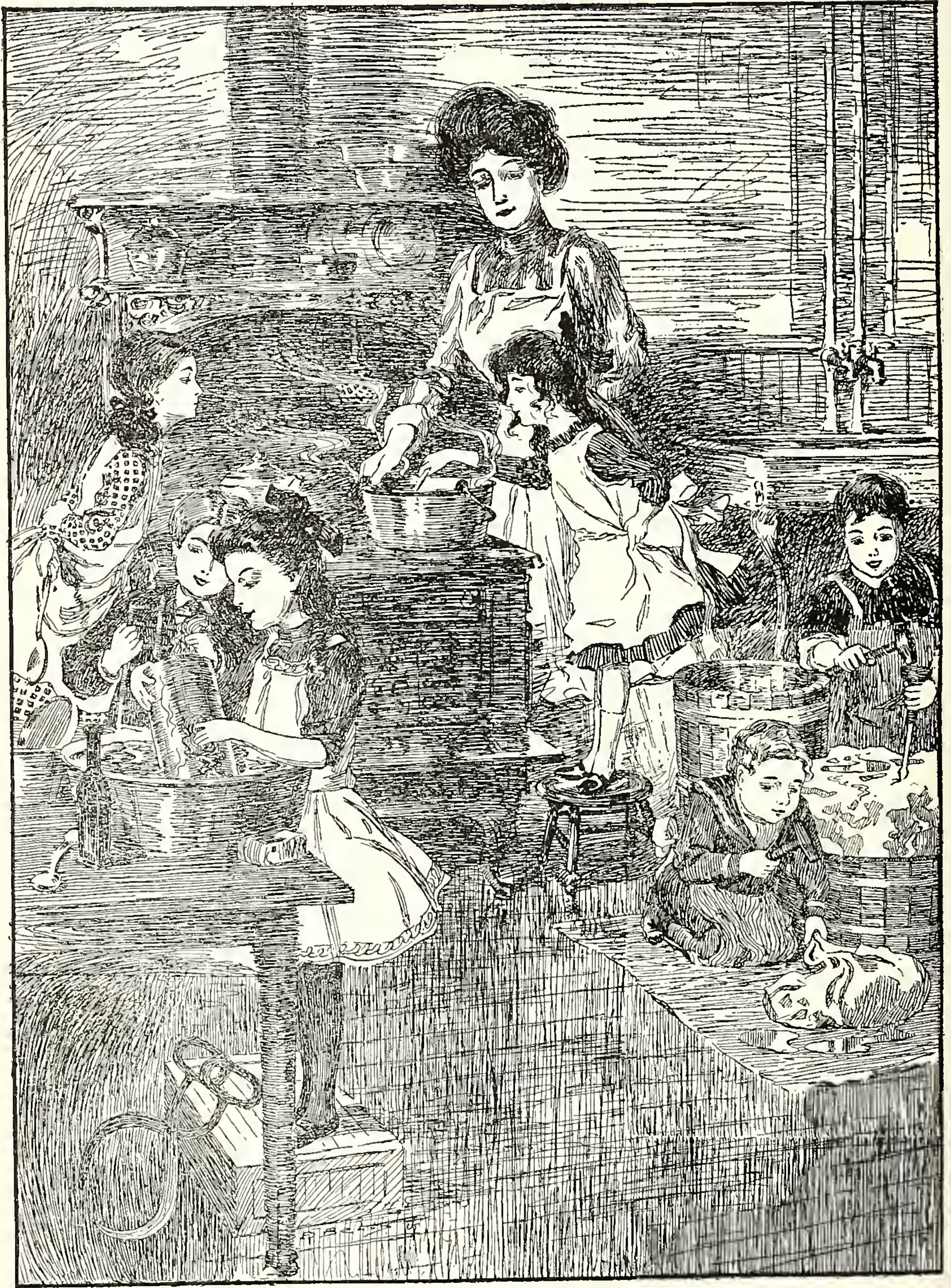
"Well, then," said the father, "may I not just be polite, and invite her?" and before anyone could say more, Mr. Lindsey went toward the snow child. The birds were all off in a moment, but the little maiden ran backwards, shaking her head as if to say, "Don't touch me!" and she led him into the deepest snow.

"Well, I won't then, little snow maiden!" and with a good night they all went into the house.

The little snow child then gleamed and sparkled, and it seemed as if a light were 'round about her. Perhaps she became a star in the night, for the next morning the little snow sister was nowhere to be seen.

A perusal of the article on Industrial Education will show that it is the period between 14 and 16 years which presents to educators a problem not yet solved. Leslie W. Miller, principal of the Pennsylvania Museum and School of Industrial Art, which comprises the two departments of the School of Applied Art and the Philadelphia Textile School, speaks as follows:

"Industrial education is easily first among the vital questions which educators are called upon to face and there is no doubt in my mind that a good deal ought to be done in the grammar grades and something in the primary grades of the public school to adjust and adapt the mind of the pupil to a distinct vocational appeal than it is made later on. The vocational appeal itself, however, is something that can easily be overdone in the elementary work and I am one of those who are frankly opposed to any more overloading of the elementary courses with fads whether industrial or other. I would, however, like to see a fairly well equipped shop made a part of every school—every single school of whatever grade—and would not take it too serious in connection with either discipline or study, but treat it rather as part of the provision for healthy recreation. I would have it part of a scheme by which the schools should be always open—having holidays and all—and be quite as much in evidence as social centers as places for systematic instruction. For the period that intervenes between the school age and profitable employment—that is, between fourteen and sixteen years, I would have continuation day schools with two year courses, (and am distinctly opposed to longer work), unmistakably vocational in character, each school being devoted to a particular trade or group of trades so clearly related that the connection should be perfectly obvious. Then I would make every effort to organize such co-operation with employing manufacturers as would insure the acceptance by them, as apprentices, of those who graduated in good standing from these continuation trade schools. We need trade schools of a higher grade than these model establishments in which very high standards of design and execution shall be set, but that is another story and I am not at all clear that it is a public school question at all.



DAY BY DAY WITH NATURE
Making Ice Cream.

(See Page 177)

A WINTER SONG.

Words by MARY A. PROUDFOOT. Music by LYDIA F. STEVENS.

Allegro.

Who-oo, who-oo, hear the wind blow! Lit-tle Jack Frost is here, ho-ho, The north wind, too, with a hul-la-ba-loo, Makes ev-er-y door creak, oo...... oo...... oo....... oo........

Moderato. *slower.*

Crunch - y crunch goes snow on the walk, Just as if snow-flakes could re-al - ly talk,

cresc. *rit.* *f*

Is that Jack's voice so frost-y and cold? It can't be a fair - ies', so husk-y and bold!

A BAKER'S DOZEN FOR CITY CHILDREN.

In our December number we printed "The Fireman," from "A Baker's Dozen for City Children," the new book of songs by Isabel Valentine and Lileon Claxton. These songs were primarily designed for the use of teachers in cities, but teachers in smaller towns have found them most valuable in that they depict activities of city life of interest to every child.

The following "Appendix," by the authors of the songs, explains some of the many ways in which they may be utilized:

Introduction—It seems almost needless to say that the teachers of city children have long felt the lack of songs distinctively related to city life. In recognition of this want our collection is offered to the public.

Songs as Games—It will be seen that most of these songs may also be dramatized. In snch cases allow the children to first sing the songs, then play the game with the piano accompaniment. This is desirable because physical activity during singing is bad for the children's vocal organs and causes careless and indefinite tone work. To illustrate—The Fireman.

Tone Work—Special attention has been given to tone work throughout the songs. A variety of tones calling for different vocalization has been introduced. For instance, "Miew, miew, purr, purr," in the Cat Song.

Repetition—(a) Children love repetition. This instinct is satisfied in many of these songs. (b) Children memorize more readily when phrases are repeated.

Enunciation—Thought has been given to the need of careful enunciation by children. Practice in this direction is offered repeatedly.

Listening Periods—(a) The musical education of children requires the ability to listen quietly to instrumental music. (b) Listening to music is ear training. (c) By these periods the attention of the children is called to the fact that instrumental music expresses thought. As in The Conductor.

ISABEL VALENTINE
LILEON CLAXTON

"A Baker's Dozen for City Children" may be obtained from the Kindergarten Magazine Company. Price, postage prepaid, fifty-six cents.

INDUSTRIAL EDUCATION.

BERTHA JOHNSTON.

In November, 1906, was organized in Cooper Union the Society for the Promotion of Industrial Education. This meeting and the organization of such a society is significant of the awakening of the business man to some points in which our education has been inefficient. From the office and the counting-house have come complaints as to penmanship and ciphering and spelling. Now, from the workshop arises criticism regarding the lack of technical skill, of power of initiative, capacity of leadership.

In the November number of the Kindergarten-Primary Magazine we devoted some pages to a consideration of manual training. Just as the kindergarten has little by little proved its claims as an indispensable integral part of the public school system, so manual training is winning acknowledgement of its importance as a factor in education and general culture.

But industrial education, or education for a vocation is a different thing, although based upon manual training as the most fitting foundation.

When men at the head of important industrial enterprises find the success of their mills, their factories, their shops, handicapped or destruction threatened because they cannot find able or competent foremen or operators to carry on the details of their business, or to second their own well-planned projects, the business world naturally becomes alarmed and begins to study causes. When these same far-sighted men find that countries with fewer natural resources, less inventive and intelligent workers, are making continually new markets for themselves in different parts of the world, as well as at home, and are successfully competing against us, with our unlimited natural advantages, our widespread educational opportunities, and ready adaptability to new conditions; when such is the case, it is time that we began to study our own deficiencies and to learn lessons which other nations may teach us.

Granted that what is needed are men trained to systematic efficiency; men who can carry responsibility; who can use the machines now in the market and when new inventions come can adapt and adopt and use them with ready skill and sense; granted that such are the needs, what are the means to this end?

That seems to be the sphinx's question which is put to us today. We hear it on every side.

"Industrial education" is the answer that is in the air, but just what form or forms such training shall take is and will for some time to come, be a matter of investigation, observation and experiment. We will doubtless have to feel our way for some time to come.

Three different trade journals recently had articles on that subject, each representing a different trade. This fact alone indicates the direction of the trade wind.

"Carpentry and Building" had an editorial speaking of the recent Massachusetts Commission on Industrial Education, which is instructed to establish schools after first looking over the field in order to discover the requirements to make them truly efficient. After examining 2,000 boys seeking employment this Commission found that 900 of these would have remained longer at school if opportunity had been given for industrial education. Out of 1,000 employers who had been interviewed almost all agreed that a boy was comparatively valueless as an industrial factor before he was 16 but that the years between 14 and 16 might well be given up to preliminary instruction as a preparation for the trades.

This same journal cited the effort of Cambridge, Massachusetts, to solve the problem in giving definite instruction in evening schools along the lines of domestic science, dress-making for girls, and mechanical drawing, freehand drawing, and pattern-making for boys.

It stated that oft expressed fact, that our present system of industry gives no opportunity for training the all-around workman as did the old time apprentice system, and hence our foreman and superintendent must be imported.

Another journal, the "Iron Age," in its issue of Nov. 28, had an article on Industrial Education, speaking specially of the "Cleveland plan," which is not yet in operation. In that city the Y. M. C. A. will establish a school for teaching the mechanical and electrical trades if it can secure, which is probable, the co-operation of the local manufacturers. It plans to give the men in the school shop instruction under the supervision of practical men from one of the shops. The student shop is to be equipped with lathes, planers, etc., and the proprietors of the shops are to be asked to give or loan tools and money. The instruc-

tion will be in the evening. The courses are supposed to supplement the apprentice system.

The same article gave a few paragraphs also to the so-called Albany method. Albany, it says, is the first city to plan industrial education in the elementary schools with an eye for preparing for the trades. The plan here is to establish several elementary industrial schools with an industrial High School to crown the system. Manual training has had place in that city foı some time, but this new plan has in view the more far-reaching idea of manual training for vocational purposes.

SOME PERPLEXING PROBLEMS.

The Engineering Magazine for December contains another timely article which treats this subject from a different standpoint. George Frederic Stratton speaks upon "A Rising Industrial Problem; the New Apprenticeship," by which he means the attempts of the employers to solve the problem by establishing apprentice courses in connection with their works. According to the writer, some of these leading manufacturers' associations "have formulated conditions for apprenticeship contracts upon broad and comprehensive lines for the use of their members. The conditions and requirements have been met, studied, and with the same common-sense progressiveness which so eminently distinguishes American captains of industry." The system of the New York Central Railroad Company is named with special approval.

It starts a boy as an ordinary shop apprentice, on four-years term; but as he develops his abilities and characteristics, he obtains the opportunity to switch off onto other departments, providing he shows indications of becoming more valuable in those departments than in the shops. Thus the shop apprentice, in two or three years, may be transferred to the drafting-room, to the engineering department, or to some division superintendent's department.

A certain amount of night study in various branches is insisted upon; literature and the best of illustrated lectures are continually furnished, and the young men are also transferred, when willing, from one of the company's shops to another, thus affording them varied and valuable experiences.

Complete card records covering the entire course are kept and filed in the Superintendent of Apprentices' office, and every year the following searching list of questions regarding each boy is answered by the foreman or department superintendent, and sent to the apprentice superintendent:

1. Does he work overtime on drawings or problems?
2. Is he the type of boy we wish to have in our employ?
3. Is his attitude toward his employer good?
4. Does he spend his time well outside of shop hours?
5. Have you (or has the shop instructor) succeeded in gaining his confidence—that is, would he come to you first in trouble of any kind?

Etc. . . . .

Each year two or three of the best of the apprentices are selected for a two-years' technical course in the line for which they show the greatest promise, and as the expenses are paid by the company, the incentive to excel and to obtain the scholarship with its opening into fields of higher possibilities is very great.

Reasons are given why systems tried in other places are failures. They fail, as they deserve to, in those cases where the company apparently has only its own success in mind with little or no regard to fairness toward its employees.

The article then proceeds to speak of the attitude of manufacturer and trades union toward the manual-training classes of the public schools. Among industrial managers we are told, there seems to be considerable diversity of opinion as to their value. A few quotations must suffice as examples.

The president of a Machine Tool Company, Cincinnati, says:

" I think it of just as great importance tha hands and brain should be educated technically a any other. Any man forfeits a great deal of pleasure and usefulness in this life when his educatio lacks a constructive course. I do not favor evening schools of any description, while I realize they ar an absolute necessity and splendid results are obtained from them. I have always held that it i just as necessary to good health and good result that a certain amount of time be given to recreation as to work, study and sleep."

Henry Hess, Hess-Bright Manufacturin Company, Philadelphia, Pa.:

"I favor preparatory trade school work unde public school auspices, but at present in this country these schools usually run to fads. What I hav seen of the work turned out and 'pointed to wit pride' by the amateurs who run them, is of a mos abominably slouchy character which not only fail of its first object but also has a decidedly deleterious influence on the scholars, in giving them th idea that careful and conscientious work is no material. I do not favor trade schools under th auspices of manufacturing concerns as a substitut for the other kind."

Here are strong words from Richard Moldenke, secretary American Foundrymen' Association, Watchung, N. J.:

"I believe that the only hope we have to kee this nation in the front, industrially, is to push industrial education with might and main—and nc wait very long before beginning. All trades shoul be taught. The trade school should teach its students the principles of the respective trades i question, together with enough practical manipulation to make the student self-supporting from th start, after leaving the school. It should also giv him a general education, so as not to get the student into grooves."

Organized labor was for some time prejudiced against the trade school, but tha

MR. A. AT THE SHOP

MR. A. AT THE UNIVERSITY

MR. B. AT THE UNIVERSITY

MR. B. AT THE SHOP

Courtesy University of Cincinnati.

A "Pair" of co-operative Students. Showing the plan of operation, one being at the shop While the other is at the University.

Courtesy University of Cincinnati.

Group of Buildings of the University of Cincinnati.

B—Class in Drawing, School of Industrial Art, Philadelphia.

Courtesy Tuskegee Institute

LESSONS IN DAIRYING

Courtesy Leslie W. Miller, Principal.
Class in Interior Decoration, School Industrial Art, Philadelphia.

ntagonism is lessening as far as the introuction into the public school system is conidered, but there appears to be a general nd decided opposition to the trade school n conjunction with private enterprises.

John F. Tobin, general president, Boot nd Shoe Workers' Union, Boston, says:

"I am in favor of public education conducted at he public expense, wherein an opportunity is given n the practical workings of any given trade. . . . t is frequently said that trade unionists are oposed to industrial education, but this is not true. 'he opposition which appears amongst trade unionsts is because they have in mind the particular rivate enterprises that have been conducted solely or profit."

The reason for this opposition is thus exressed by one earnest union man, speaking f the apprenticeship system in vogue in ertain locomotive works:

"Look here!" he exclaimed, "every one has a notive, and the motive of those big corporations s to obtain, first, a supply of young men, under ontract, for four years at rascally low pay, and econdly, to build up a large class of workers so as o have a choice—and also reduce wages."

A woman, Emma Stehagen, secretary Women's Trade Union League, Chicago, Ill., thus expresses her views of the matter:

"I am in favor of industrial education if carried n in the proper manner, by which I mean, under he auspices of the public schools and giving pracical teaching. The trades union movement stands or the uplifting of the worker, and I believe an inlustrial education is one of the aids of trade unonists. If schools are conducted by manufacturing concerns . . . they are to be deprecated."

She, too, fears the pressure of the big corporations.

Mr. Stratton's investigations seem to disprove the claim that the unions limit the number of apprentices unjustly:

The union leaders emphatically assert that in almost every trade the number of apprentices does not nearly reach the number permitted by the union rules. And their assertion seems to be borne out by some very surprising and quite authentic figures.

Mr. Stratton concludes thus hopefully:

"This I know; that, whatever their outward expressions of opinion may be, there is among union men a deep, underlying feeling that it is better for the embryo mechanic to be trained in the shops and, in a measure, under the influence of the unions, than in outside schools of any kind. Whenever they become convinced of the absolute good faith of the employers who are introducing the new apprentice systems—when they see that the boys are being trained into the very best mechanics they are capable of becoming, instead of being used, at low wages, as producers—then, I believe, the unions will look with full favor upon the shop apprentice, although it may be expected, of course, that they will always attempt to place and enforce restrictions upon the number employed."

The National Society for the Promotion of Industrial Education, above referred to, has now published four bulletins of great value to all who wish to follow up this matter and to know its present status in the minds of managers, workmen, educators, etc.

No. 1 is the Proceedings of that most interesting organization meeting. 2. A valuable bibliography on Industrial Education. 3. A symposium on Industrial Education. 4. Industrial Education for Women.

No. 3 comprises a circular letter sent out by the officers to some 300 managers and representatives of organized labor, asking for a frank expression of opinion concerning the value of trade schools and for recommendations regarding industrial education. The replies are published in full and are not only of great interest but of great value in illuminating the present problem. It is pleasant to see that a spirit of fair play characterizes the papers. Nearly all of the writers feel the need of such schools. Many of the manufacturers approve of having them connected with the works, but in the main the labor organizations are opposed to the trade school in conjunction with corporations. These they distrust. They fear lest unjust advantage be taken to decrease wages by creating a surplus of workmen; and that such schools may tend to eventually kill democracy by keeping the workmen in certain grades, as it were, and preventing the ambitious from rising.

But nearly all of the labor representatives approve of trade schools, if under the supervision of the State as a part of the public school system, although some frankly state that they see no good at all in such schools.

The October 5 number of "Charities and the Commons" devotes nearly all of its pages to a consideration of this great movement under editorship of Mary Morton Kehew, president of the Woman's Educational and Industrial Union of Boston. Susan M. Kingsbury contributes a paper asking "What is Ahead for the Untrained Child in Industry?" It is an analysis of the industrial situation as regards children between the ages of 14 and 16, the positive dislike of books which comes at the stage of development when it is the tendency of the child to do and not to study, and the ineffectiveness of the school to meet that natural demand of the child, with his desire to follow "all the other boys" into work or to earn enough money "to dress as well as the other girls who are at work."

The employers do not want these un-

skilled children. They "cannot bother to teach them," and although the small weekly wage looks alluring to the child who dislikes school once he has entered the world of wages as an unskilled worker he rarely has opportunity to acquire the skill to lift him above this condition. The entire tragic story is illustrated by heart-stirring anecdotes and by more prosaic but equally telling charts and diagrams.

Ralph Albertson writes of the "Decay of Apprenticeship and Corporation Schools," due to the introduction of machinery and the ever-increasing subdivision of labor. Pictures illustrate in graphical manner the almost incredible number of workers required to make one garment.

Paul H. Hanus speaks of "Industrial Education in Massachusetts," and Charles F. Warner tells of "Industrial Training in the Public Schools"; a strong plea, indeed, for the more general inclusion of such education in our public school systems, in the four forms of a larger amount of practical work in the elementary schools; more manual training high schools; evening trade schools and trade schools for the training of apprentices in the modern sense of that word.

Charles R. Richards contributes a paper on "Private Trade Schools for Boys," pointing out the distinction between the short course and the long course trade schools, and other types, none of which, however, endeavor to turn out the fully competent journeyman, but simply to start him well on his way, with hope of better things beyond. The short course may be anywhere from three months to ten months in length.

Prof. Richards says:

"The great demand for mechanics in the building trades undoubtedly often leads to a too rapid advancement of the graduate of the short-course trade school and to his too early recognition as a journeyman. That this reacts unfavorably upon the school, the union and the individual can hardly be questioned, and that the best good of the employer, the labor organization and the beginner, would be gained by a common agreement which accorded a liberal recognition to the school training, but which at the same time required a definite and considerable period before journeymen's wages obtained, would seem to be one of the clear lessons of the present situation."

Mary Schenck Woolman gives several pages to a study of Private Trade Schools for Girls; of these the Manhattan Trade School and the Boston Trade School for Girls are shining examples. The entire article must be read in order to fully grasp the possibilities in these schools for overcoming evil by good, in giving capacity to master one's environment. Requirements for admission, cost, etc., are given in exact figures.

Florence M. Marshall writes upon the "Public School and the Girl Wage-Earner," showing the inadequacy of the present curriculum to meet the needs of child and the community in which she must earn her living. Graphically told stories indicate the sacrifices made by faithful parents to enable their children to learn a trade which will give them a better stand in the battle of life. They do not want their children to run on the streets; they do not want them to go to work too early, but the school fails to attract; it seems to offer little of real value as far as the child can see, and the temptations to go to work and earn a little money are great.

Robert A. Woods, an experienced settlement worker, views the question from the "Social Workers' Standpoint," and Alfred G. Bookwalter writes on "Continuation Work—Education for the Industrial Worker," an argument for the establishment of schools affording opportunities for further study and improvement, to those ambitions to make up for deficient early training and to secure further technical training that "will lead to advancement and increasing earning power."

What Is Being Done.

The Engineering Magazine for November contains an address by Herman Schneider, delivered at the annual meeting of the Society for the Promotion of Engineering Education, which points one way out of the maze.

The fact that there is such a society is another indication of the trend of thought and of necessity.

The paper referred to describes a plan now being tried by the University of Cincinnati for training students so that they may fulfill the demands made upon them by the industrial world, of which they expect to be a part. The writer calls the study plan suggested a "co-operative course." The co-operating parties are the students, the university and a business firm, who sign a contract in triplicate. According to its terms, the students taking the course work alternate weeks in the engineering college of the University and at the manufacturing shops of the city. Each class is divided into two sections, one being at the University, while the other is at the shops. Thus, the

nops "are always full-manned," the manufacturers suffering no loss and practically no inconvenience.

The course covers six years. The dean of the college and the professor of electrical, chemical or mechanical engineering, as the case may be, confer with the manufacturer in planning the shop work, so that the young men get a logically and carefully planned shop and business training. The plan secures a desirable amount of physical exercise, an understanding in part of the labor problems of the day, a sympathy with the perplexities of the workman and of the manager, and a practical knowledge of men.

A fine example of what the public school may do in this direction is found in the Technical High School, Springfield, Mass., although here the aim in all departments is educational, broad and practical, not narrowly vocational.

The Technical High School is an independent public high school free to all properly qualified boys and girls who hold a legal residence in Springfield. Its curriculum is designed to combine and correlate practical training with a full course of academic studies. Strong courses in English language and literature, mathematics, science, history, French, German, and Latin are offered; but the distinctive feature is the recognition of the principle that the activities of home life or of an industrial or business career should properly begin in school. Every boy in the technical division of the school is required to take four years of mechanical drawing together with freehand drawing and design, and four years of varied practice in the use of hand and machine tools in order to secure the educational advantages of manual and technical training. No attempt, however, is made to teach either the mechanical or the building trades as such. The courses of instruction offered to the girls in the technical division have been laid out on the same broad and liberal lines as those for the boys. While the value of the literary studies that have come to be recognized as belonging to high school courses is by no means overlooked, at the same time the cultural value of practical and scientific work rightly directed toward utilitarian ends is appreciated. A good general education is also given in the commercial department in addition to special training in commercial branches.

There are three courses, a college preparatory, a general scientific course, and a commercial course.

The program makes liberal provision for general education not only in the character of the subjects chosen, but also in the time allotted to these subjects and in the correlation of the work of the various departments of the school. Four years of work are given to the five main groups of liberal studies, viz.: language, literature, mathematics, science, and history, while the drawing, the bench work, the machine tool work, the practical work in the department of household arts and in the commercial department, which are distinctive features of the curriculum, form a considerable part of each year's program. The general aim is to give each student a certain mastery of the five main lines of study and at the same time an appreciation of the part which the modern shop and drafting room play in the manufacturing industries, a training in the methods employed in commercial life, and a scientific and practical knowledge of household arts and economics. While the main object of the program is to equip the graduates of the school for intelligent living and for useful citizenship, it also gives a training which may be quickly turned to practical account and it affords an unusually strong preparation for those who wish to enter higher schools for study of the engineering professions.

A SOUTHERN TOWN LEADS.

Columbus, Ga., largely through the influence of G. Gunby Jordan, has manual and industrial training established as an integral part of its public school system more completely than any other town in America. The kindergarten is its foundation; this develops into manual training in the elementary grades, with a primary Industrial School, and this is crowned by a Secondary Industrial School. "In the senior year the students work in some industrial establishment in this city, a portion of the time, using the same hours and being under the same environments and regulations as the operatives of any other industrial establishment." This is the only Secondary Industrial School maintained by a municipality.

The industrial needs of the Negro as well as of the white child have complete recognition in this fine scheme.

The citizens of Milwaukee have voted to include in the school system the Milwaukee

(Continued on page 195)

SYNOPTICAL REVIEW OF THE EDUCATIONAL PRESS ABROAD.

Never before has the Educational Press of Germany teemed with so many articles of the highest interest to the pedagogical profession in general and to American teachers in particular, as during the preceding months; even journals exclusively devoted to specifically German education, present this time numerous essays that treat subjects of wider application. This being so, we may be permitted to bestow this time our main attention to the Educational Press of Germany, although even under self-imposed limitation we can hardly hope to do more than render a very superficial survey of even this portion of the educational field.

The "Correspondenz-Blatt," published by Dr. H. Grotz and Rector O. Jaeger at Stuttgart, presents among many valuable articles, one that would seem to appeal to the special interest of American teachers It bears the superscription "The artistic decoration of the walls of the school room," and has for its author the well-known German pedagogue, Dr. W. Rist. The article contains a great number of valuable suggestions—all the more valuable, as the means suggested therein are not difficult to be procured and as they would greatly tend towards the improvement of the school room as well as of the scholars themselves.

In the "Humanistische Gymnasium" we find one more highly important contribution to the History of Education and in particular to the knowledge of that critical period when humanitarianism superseded scholasticism, In an article on "Petrus Ramus as Reformator of Science," by M. Guggenheim, which highly interesting essay sheds a great deal of new light upon the epoch of Melanchthon, Erasmus, Renchlin, Comenius and Francis Bacon. The author shows, conclusively, how Peter Ramus throughout his entire sphere of pedagogical activity advocated in the most strenuous manner a broader and more humane construction of that misconceived Aristoteliau philosophy, that had until his time kept the minds in so tight and irrational a bondage.

The "Monatsschrift fur Hoehere Schulen" abounds in praiseworthy articles on a great variety of educational topics, among which we particularly note two, viz.: "Jugendt und and Jugend-Erzichung," by Dr. W. Meumunn, and "A Proposal for a synoptic review of all branches of education for a systematic organization of all educational institutes." Both articles, involving momentous educational problems, well deserve the closest attention of the entire pedagogical profession.

"Puedagogische Studien" likewise furnish us with a series of commendable articles, among which we particularly enumerate one by Dr. William Ginsler, entitled "Erzichung und Welt" (Education and World), and another by R. Wittig on "The Activity of the Hand." While the former is of an emphatically philosophic nature, the latter is essentially practical; it would, however, be very difficult to decide to which of the two the prize of excellence should be given, as both would seem equally profuse in timely and far-reaching suggestions.

The "Mouatschrift fuer deutsche Sprache and Paedagogic" includes two articles of special interest for American teachers, as both treat subjects applicable to pedagogues of this country. Professor Reeder treats in one of them the various "Difficulties of the German language for English-speaking scholars" at the same time pointing out the best ways for overcoming these difficult points, while Mr. H. Woldeman describes in another essay "The present condition of German Instruction in the American Schools." Among other more general articles contained in the same number of that valuable magazine we note one by Dr. Hailmann on "Schule und Leben'" (School and Life), and another by Dr. Heller on "Education and Sentimentality."

That excellent magazine, "Zeitschrift fuer Kinderforschung" is particularly recommended to the perusal of progressive pedagogues, as every one of the articles which it furnishes in its present number would seem of the greatest interest to all friends of children's education. We can give here only the titles of some of its essays: "Digital aptitude and Digital Arithmetic for Unintelligent Children," by Prof. H. Nolte, and "Art turned nto Cruelty for Children," by J. Triefer.

In the "Zeitschrift fuer Paedagogische Psychology," in which Germany's greatest scientists are wont to publish their best thoughts, we find a most precious material exhibited for the ripest consideration and the deepest contemplation of all interested in that science. The mere enumeration of the titles of the essays here presented will suffice to prove this, viz.: "The Time of Reaction in the Child's Development," by Dr. Fuerstnhorn; "Children's Study and Pedagogy," by Prof. Elberfeld; "Report of the First Congress of the Society for the Psychological Study of Children."

Having two months ago called the attention of our readers to the Institution of the German Continuation Schools, we may be permitted to state that this new feature of educational development is now represented by a weekly, bearing that name and published at Leipzig. The great multitude of the reports which the first numbers of that organ furnish conclusively prove how great a favor these institutions have met with in all manufacturing towns of Germany and how many of the best educators help to promote these institutions by their advice and co-operation. We shall not fail to furnish in the future interesting extracts from that journal.

In "Neue Bahnen," a pedagogical journal heretofore frequently referred to, we notice this time an article of specifically practical interest, by Otto Treuber, treating the "Manufacture of School Apparatuses by the Scholars Themselves," with manifold suggestions how the progress of the scholars may considerably be advanced by this employment.

"Maumann's Zeitschrift fuer Experimentelle Paedagogik" has also in its latest issue preserved that high standard of excellence which has characterized all of its former numbers. We find in its last edition a very suggestive article by K. Eckhardt entitled "Visual Images of Memory in the Pursuit of Arithmetic," and furthermore a treatise, by L. F. Goebellesen, on several of the greatest problems in the development of children's mental capacity.

"Lehrproben und Lehrgaenge," published by Dr. Fries and Dr. Menge, does also not lag behind its well-established grade of merit in its recent number. It contains among other articles of value one by Prof. D. Budde on "Lathmann as a Shining Light of Pedagogy," and another by Dr. H. Lick on "The German Lied (Song), as an Educational Means."

The Charity Organization Society of New York City celebrated its twenty-fifth anniversary by a conference on the betterment of living conditions which met at Carnegie Hall, November 19-21. Robert De Forest, president of the society, was in the chair. Gov. Hughes spoke some vital words, and Dr. Emil Muensterberg, president of the department of Public Charities, Berlin, addressed the meeting, having come from abroad in large part at this time to attend the convention. Edward T. Devine, general secretary of the society, closed the meeting with words expressing a true sense of brotherhood with the humblest and stated that the two great dangers with which strong men must deal in the near future were those that accompanied congestion in our great cities and overwork.

Will other cities take warning?

NEWS NOTES

REPORTS FROM HEADQUARTERS CONCERNING THE FORTHCOMING I. K. U. CONVENTION. . .

The International Kindergarten Convention for 1908 will meet in New Orleans, La., the week beginning March 30.

The New Orleans Local Committee is organized. The names will be given in a later number.

The Executive Committee is working on the program and data will be given in our February number.

The Report of the Fourteenth Convention is ready to go to print.

The Department of Superintendence of the National Educational Association will be held in Washington, D. C., February 25, 26, 27, 1908.

The New Willard Hotel will be the headquarters. The prospect is excellent for the largest meeting of the Department yet held.

It is officially announced that the next meeting of the main body of the N. E. A. will be held in Cleveland, Ohio.

A beautiful Thanksgiving celebration was that given by the Ethical Culture School, New York City, when the senior class presented the "Mask of Demeter," by Robert Bridges, the music of which is written by W. H. Hadow. The young maidens sustained their parts beautifully and one cannot but think that the studying and making a part of themselves an exquisite, dignified, poetical play of this kind must establish in them all those virtues and graces which we naturally attribute to the ideal maiden. Such a study of the Mother love of Demeter will surely help the young people to a more perfect relationship with their own parents.

An inspiring occasion was the opening, November, under the auspices of the New York Kindergarten Association, of the fine new kindergarten building on West Forty-second street, New York. It is the gift of John D. Archbold, in memory of his daughter, Mrs. Frances Dana Walcott.

The building is most complete in every detail. There are convenient offices for those in charge and three large kindergarten rooms, each accommodating fifty children. Goldfish tanks, herbariums, and potted plants give the charm of growing and living things to the room. The lockers and toilet rooms are arranged with reference to the needs of the child, hooks and wash-basins being low enough to be within reach of little people.

But most attractive of all the attractive appurtenances of the building is the room garden. Here are a number of garden beds, approximately 7x9 feet, and raised about three feet above the roof-floor, so that they must be reached by a ladder. In summer the children will be able to plant and weed and care for real garden truck or flowers as safely as if on the ground many feet below. Ivy twined around the posts and columns makes the place beautiful now. What it will be when the happy children are gardening there we can well imagine. The remainder of the roof will be open to games and other active exercises.

In the charming auditorium Dr. Nicholas Murray Butler, W. Hamilton Mabie and other officers of the association spoke the inspiring words with which this beautiful building, housing so many beautiful activities, was dedicated, and Mrs. Riggs (Kate Douglas Wiggin), with much feeling, read passages from her popular book, "Marm Lisa."

"The Kindergarten in Georgia."—At the request of Mrs. Lipscomb, president of the State Federation of Clubs of Georgia, Mrs. Nellie Peters Black has been gathering information for report and publication from the various women's clubs of the state in regard to the growth of the kindergarten movement in that state. To the forty letters of inquiry sent out she received nineteen replies, all of which indicate a growing interest in this phase of education.

Mrs. White of the Athens Woman's Club reports two kindergartens under its patronage, the first established by it six years ago. They include seventy-five pupils, and are now maintained by the city, with the assistance of the club. The kindergartens are both in factory districts. According to the report of the supervisor of kindergartens, Miss Edwina Wood of Columbus, that city is the banner town of the state in matters educational. There are two kindergartens supported by the Free Kindergarten Association and by the city. One hundred and twenty-five children are enrolled. In 1904 the public school system adopted the kindergartens into the first grades. There are now seven such schools seating 280 children. The Eagle and the Phenix Mills have built well-equipped schools, employing five teachers with an enrollment of 100 pupils. These schools are under the personal supervision of Mr. Gunby Jordan, to whose enthusiasm is also largely due the introduction of the system into the public schools. A third kindergarten is supported by the Perkins Hosiery and the Topsy Hosiery companies. This makes a total of twelve kindergartens. In the latter two teachers are employed, having thirty children under their care. We learn that Columbus has also two finely-equipped industrial schools, one primary and the other secondary.

Macon has two kindergartens (but no report was sent in), and Dalton is said to have a free kindergarten in the mill district, under care of the Lesche Club. A committee of women maintain a kindergarten in Rome and Valdosta supports one private kindergarten.

The Atlanta Free Kindergarten Association began work twelve years ago and more than 5,000 children have enjoyed the privileges it has conferred. We are told that the city council points with pride to the great reduction in the number of loafing, wayward children in the streets, which they attribute to the influence of the kindergarten. There are now seven schools with enrollment of forty-nine. The city gives $75 a month toward the support of these; the Exposition Cotton Mill maintains one, the Atlanta Woolen Mills is responsible for another. A lady connected with All Saints Episcopal church gives $50 toward the maintenance of a third, and the vestry of this church gives $10 more. There is also a membership of fifty-five persons each pledged to give $5 a year. The Atlanta Jewish Council of Women gives towards the work, as do the Atlanta City Federation and the Atlanta Woman's Club. The Needlewoman's Guild also contributes in the way of clothing.

Miss Willette Allen maintains a private kindergarten in Atlanta in addition to her very successful training school.

There are private kindergartens in the Methodist Orphans' Home, Decatur, the Sheltering Arms, Atlanta, and the Methodist Settlement work near the Elsas May Mills, Atlanta.

The Carre Dyer Club, Acworth, and the Cherokee Club of Cartersville, are anticipating the introduction of kindergartens in the near future.

BOOK NOTES.

"Moni the Goat Boy and Other Stories," translated from the German of Johanna Spyri by Edith F. Kunz. Johanna Spyri will be remembered as the author of the favorite Swiss story of Heidi. These short tales breathe a simple, sweet, trusting piety in a style foreign to most American stories. Charming, indeed, are the pictures of mountain life and mountain characters which the author presents so sympathetically in her various boys and girls. Children will learn to love the individual goats and kids which the herdboy loves so devotedly and will be sympathetic partakers in the trials and tribulations and simple joys of these far-away children. Most of the stories are in one way or another witnesses of the redeeming power of love in training a little child. Ginn & Co., Boston.

"The Bible as Good Reading," by Albert J. Beveridge. This is a remarkable little volume of less than one hundred pages, but for which we prophesy many an edition. We are told that Senator Beveridge spent some youthful seasons in a logging camp and here, with no other print at hand, he read and reread the Bible not only to himself, but to others who were his more or less unsophisticated companions. In this way he learned to know thoroughly the grand old book. Chapter 1, particularly, tells how he came to read aloud to his friends after he had discovered for himself that "there is more good reading in the Bible than in all the volumes of fiction, poetry and philosophy put together. So when I get tired of every thing else and want something really good to read, something that is charged full of energy and human emotions, of cunning thought and everything that arrests the attention and thrills or soothes or uplifts you, according to your mood, I find it in the Bible. It is safe to say that this small book will lead hundreds who have perhaps relegated the Bible to the limbo of "unreadable literature" once more to pick it up determined to become acquainted with its rare charm, its wonderful life lessons, its poetry, its passion, its history, its wisdom. Senator Beveridge's simple, terse, modern, up-to-date English strikes home in each vigorous sentence. It holds attraction for the young man of business totally unacquainted with the Bible, as well as for the scholar and student and preacher who knows it well. Henry Altemus Co., Philadelphia. 50 cents.

"Days Before History," by H. R. Hall. This is a most readable little book for either adults or children, although written primarily for the latter. In an easy, familiar style a group of wide-awake boys are told by a delightful uncle something of the life and activities of prehistoric man. With the uncle, the boys investigate one of the old pit homes and are led from one point to another to understand in a measure how these early people lived; how they built their homes, secured their food, made their utensils of basketry and clay, fashioned their arrowheads, etc., etc. A glimpse is given also into the homes of the lake-dwellers of England and of Switzerland. There are illustrations showing flint scrapers, bone needles, axes and other implements. The story centers around the life history and adventures of a youthful British savage, Tig. The writer has been unusually fortunate in maintaining a style which, while unconstrained and conversational, suggests nothing of the patronizing or the didactic. The preface, by J. J. Findlay, professor in the University of Manchester, England, tells us that the life of Tig and Gofa is a true picture of the life of the early Aryans. He suggests that to realize its best effect in character, the child be given scope to act over these experiences in his own play. Thomas Y. Crowell Co., New York.

"The Handy Book of Synonyms." A practical desk guide to words in daily use, giving their definitions and parallel meaning. Its small and convenient size will make it a favorite desk companion to business men, casual letter-writers and indeed al who aim to write with precision and force, bu might be daunted by a suggested search through the unabridged dictionary with words obsolete o useless. This book contains just what is wanted in small compass. Type, though small, is clear and open. Thomas W. Crowell & Co., New York. Pric 40 cents.

"Right-at-Hand Stories" for dictation and reproduction in the school room. For entertainment and inspiration in the home. Collected and edited b Rosa L. Sawin and Frank H. Palmer. The storie are all short, few being longer than two pages i length. They are as a rule drawn from incident in real life and are alive with vivid, human interest they convey many an interesting bit of informatio or contain an incentive to generous action or hig resolve. Nor is the element of humor lacking Teachers will be able to use the book in a variet of ways and as a reference book for anecdotes wit which to point a moral, parents will also find it c interest and value. We are told that special pair has been taken to have the punctuation correct, bu on page 12 we observe that the apostrophe omitted from the possessive of the word "grocer's. The Palmer Co., Boston.

"Millie and Ollie," by Mrs. Humphrey Ward. Th is a new and revised edition, printed in Americ of a charming story written some twenty-seve years ago by the author of Robert Elsmere, Lad Rose's Daughter, and other well known novel The scene of this story is laid in the romantic Lal Country of England. We are told the doings of tw little children on the rainy and the sunny days their happy summer holiday and are intr duced into a happy family group. Doubleday, Pa & Co., New York. 20 cents net.

"Theodora,' by Katherine Pyle and Laura Spe cer Portor. The story of a little girl's year in school kept by an Episcopalian sisterhood. Th spirit of the story is charming and other litt eight-year-olds as well as their older sisters w enjoy reading of Theodora's experiences and dout less many an only child of wealthy parents w sympathize with the little girl's wish to adopt h room-mate as a little sister. Little, Brown & C Boston. Illustrated.

"A Book of Joys, the Story of a New Engla Summer," by Lucy Fitch Perkins. This is one the rare gift books of the season. Kindergartne know Mrs. Perkins as the artist who gave them t charming Mother Goose panels, those sources continual joy to the little people. High school st dents know her through her beautiful decorati triptyches depicting scenes in the lists of Ki Arthur and Ivanhoe, but she is not so well kno as a writer. Those acquainted with her sunny d position and her rarely fine and quick wit will e pect to find these qualities expressed in the bo and they will not be disappointed. It is a lov idyl, easy and flowing in style, with delightful scriptions of scenery, and acute and witty ch acterizations of people and things. For exam after stating that one may expect to find more in viduality in country than in city people she quo a neighbor as saying, "My sister and me ain't more alike than if we wasn't us! She's just as d ferent as I be the other way." From childhood have loved "good mother hen," whose Sunday cac seemed different on that day, and always peculia characteristic of Sabbath peace and calm. Theref we quite agree with our author in her chap called "A Solitary Sunday," in which she descri the beautiful Sabbath May morning and incide ally speaks of the important part contributed her joy by the motherly biddies and the lusty cr ing cock. "Bird songs and pleasant barnyard mu mingle so sweetly in my happy ear, that this mo-

g I could even find room in my heaven for less heral birds than those admitted in poetry to be for Paradise. So hospitable is my mental state deed, that I think I should like a few barnyard wls there, fowls that never need minister to car-il appetites nor be looked upon as subjects for ilinary art, but peaceful biddies which might be lowed to wander unmolested, leading their downy oods through by paths of the Elysian fields." Mrs. erkins is pained at the attitude of the staunch ew Englander toward those who have been so nlghted or unfortunate as to become Westerners. he describes one little lady thus: "She was the stilled essence of 'Old Family.' It was a Sunday ce every day in the week, and in looking upon it ne's sins of inelegant English, of occasional colquilaisms, not to mention worse things, loomed rge in the foreground of consciousness. "To fortify erself to meet this important personage she makes n inward appeal to my ancestry.' . . . 'Don't e downcast! You can dig up graveyards with nybody,' I sternly quoted to myself. Your anstors came over in the Mayflower just as much her's did, perhaps more You were trained in fancy to leave out your r's and use a broad a, and ou can still do it if you give your mind to it. . . will do my best 'said myself to me." The shortomings of Chicago form the basis of the hostesses onversation during this afternoon call and our uthor continues: "I had sins enough of my own answer for without being held responsible for he aggregate shortcomings of Chicago and I cast n imploring look at Cousin Henrietta to urge a rmination of our call before our hostess should quire about the stockyards or any other of my dden vices." "A Little Maid" flits through the ages giving the touch that childhood alone can ve and "Adam" occasionally appears, a necessary ctor in this New England Eden, as in every Aren, and the last few chapters center around a ride-elect and the bridegroom, giving opportunity r many charming expressions of beautiful philosophy, as well as many sage conclusions upon life nd its various experiences, mingled with sudden nd unexpected sayings of a quizzical nature in hich often profound wisdom is embedded. This ads up to a description of an ideal wedding in the oen. Someone uses the word "iridescent" in describing the book and we accept the term. The recurring unexpected changes from grave to gay, in he gentleness and ease with which one slips into he other suggest the lovely changes on the surface the opal rather than the sharp flashes of the diaond. We close with a characteristic paragraph: All other blessings come with the vision that sees he end of it all and perceives the immense value of he means to that end. Even the everlasting efrt of the human race 'to catch up with its dinner' rves the highest immaterial ends: courage, fidely, and a thousand fine spiritual qualities are born the struggle. In this view all life becomes full significance, and all work worth while. The ng perspective casts doubts upon some forms of ccess, and sets small value upon many things hich look desirable from the more short-sighted oint of view, and it draws a sharp distinction beveen work, real creative work, and 'operations,' ut those who have the vision, and keep it, are after l the favored ones of earth." There are five ilstrations in color by Mrs. Perkins. Paper and inting are unexceptional. It is indeed a book joys. A. C. McClurg & Co., Chicago. $1.75 net.

Mrs. Ida M. Locke is having a class "In Stories nd Story-Telling," with the Froebel League, New ork. The course consists of a progressive series stories and aims to acquaint those interested in ildren's literature with the best sources of suppy in both ancient and modern thought and with Mrs. Locke will furnish a suggestive list for ildren of various ages.

MAGAZINE NOTES.

"The Southern Workman" is always full of good things, but the December number is particularly so. The frontispiece is a charming picture of a group of three, father, mother and son, the latter a fine looking young negro in uniform reading the "sweet story of old." An editorial "A Crucial Test of the Indian," tells of what an important part the Indian had in helping with the work of turning the course of the Colorado River when that river was flooding the Salton sink. The ease and rapidity with which men, women and children could be moved from place to place as the work progressed was a matter of congratulation; moreover they were patient, good-natured, and honest and showed both bravery and skill in the boats in difficult situations. Strange, how blind we are to the natural human resources which are right at hand had we but eyes to see. Emma M. Soch, in the same journal describes the gardening for girls at Hampton Institute, and Richard R. Wright, Jr., tells of Home Ownership and Savings Among the Negroes of Philadelphia; a most encouraging story. Booker T. Washington's chapel talk to the Hampton students, October 13, upon the "Privilege of Service" is given. His wisdom, and great, broad-minded sanity is illustrated in the words of warning to his youthful listeners, against allowing hate or bitterness toward another race to grow in their hearts. To be useful in the world," he says, "to exert the most lasting and deepest influence one must always be calm, cheerful and self-controlled in action. Such people exert the greatest influence in life and will help most in the solution of the problems in which we are most interested."

The World's Work. "American Healing Round the World" is the title of a fascinating article, by E. A. Forbes, missionary-physician. It tells of "a ministery to suffering in all lands." Our splendid missionary doctors find their way into the depths of China and Korea, the remotenesses of Africa, the East Indies, and indeed all known and unknown parts of the world, and as the writer says "do more to disarm oriental prejudice than the entire diplomatic service." Many pictures show the good work being done not only by the Americans in their own persons, but extended in the work of the many natives whom they instruct and inspire to follow their example. It is a splendid story of heroic daring and faith and fortitude, in which women as well as men are engaged. As the author says, it is to be regretted that our local medical journals seldom if ever make mention in their pages of the heroic brother physicians in distant climes.

A Japanese speaks in the same magazine upon China's awakening, as seen by a Japanese, Togo, M. Kanda. We would like to see a reply from a Chinaman.

George Turnbull tells of the English Historic Pageants, which occupied this summer and indeed many months back, the minds and activities of our cousins across the sea. Magnificent pageants were held at St. Albans, Manchester, and other English towns, the preparations for which involved the writing of parts, often by local "talent," the studying and practicing of song and acting, the making of the suitable garments, armor, etc. The scenes represented were usually those connected with the history of the particular locality in which the pageant took place. Those interested in this movement believe that there is great educational value in pageants not only to those who witness them, but especially to those who take part.

In the December number of the Century is an editorial from which we quote on "Trying to Spoil the American Girl." "The importance of the young woman in American society is out of all proportion to her achievements, and naturally,, where such importance is the rule, the social tone, however "gay,"

is unintellectual and devoid of the mellowness which makes the formal intercourse of human beings an institution. Instead of being taught in childhood that her business is to serve, and that her only chance of happiness is in service, she is virtually taught that everything must be done for her. The rewards of a woman's existence—love, respect, deference—are thus placed at the wrong end of life. To begin with, the sense of values is lost by the profusion of Christmas, Easter and birthday presents showered upon her every year. As Whately said of literary style, "He who accentuates everything, accentuates nothing."

In such extravagance the beauty of simplicity disappears, and beside the luxury of such a girlhood the gifts of nature and of common human life lose their preciousness. A glorious sunset, the nightly miracle of stars, the treasures of noble poetry—the heritage of human kind—what are these to most debutantes compared with a spectacle of colored lights at the theatre—to speak, for instance, of the approximation of the life of girls to that of their elders in dress and entertainments, which is but a part of the lavish and unappreciated idolatry that attends from cradle to altar—none the less a monstrous folly that it is committed in the name of parental love."

There are other good things. Roger Boutet de Monvel, son of the celebrated French artist, has written delightfully of "A Visit to the Paris Conservatoire," a sketch illustrated by Andre Castaigne. Oliver Locker-Lampson, who, as a child, knew and loved Kate Greenaway, has set down his memories and written a sympathetic appreciation of this "friend of children." "The Reminiscences of Lady Randolph Churchill" in this issue are rich in whimsical humor, as the writer recalls her early experiences in London society and her first visit to stately Blenheim. In keeping with the holiday season are clever short stories by Elizabeth Shaw Oliver, Howard Brubaker, Robert Haven Schauffler, "Daniel Steele" and Mary Buell Wood. "The Shuttle," by Mrs. Burnett, closes with thrilling scenes, and Elizabeth Robins' "Come and Find Me" develops increasingly tense dramatic interest.

The Outlook, December 7, is of special interest because of an article, the first of a series, by Ernest Hamlin Abbott "On the Training of Parents"; the title of the first paper is "Spasm and Habit." We quote one sample paragraph, trusting that it may lead to a reading of the series. "This practice of regularity in the physical care of children will lay the foundation, not only of health and contentment, but also of moral discipline. When we have eliminated the opportunities for collision with our children at meal times and bed time, we are well on our way toward eliminating government by collision altogether. The quiet exercise of authority involved in carrying out a simple regimen of diet and of rest will almost automatically extend to other matters." . . . It all depends on what we want our children to be, whether we employ the method of spasm or the method of self-restraint." It contains good material for parent's meetings.

Ernest Poole in the same number tells about Chicago's Public Playgrounds, which prove that all of the wonderful American boldness, efficiency and capacity for organization is not spent merely for money-making, "but for such objects as babies and children and future American mothers, for human happiness, health, and growth."

The Educational Review for December contains an article by Ella Lyman Cabot called "An Experiment in Teaching Ethics," which gives in a few pages the gist of her fascinating book on "Teaching Ethics," reviewed in our December number. All teachers and parents will find the article most illuminating.

In the same number Frederic Burk contributes a paper which he calls "The Withered Heart of the Schools." It is a diagnosis of the case of the teacher stricken with the disease which he calls 'the dry rot," and also a study of the woman who is immune. Most charming is his characterization of the latter. Have the paper read aloud at your next teachers' meeting; as an inspiration and a warning expressed in an unusually captivating style.

The "Systematic Training of Feeling" is treated by Charles Hugh Johnston and Frank Rollins, in the same number, discusses "Industrial Education and Culture."

The Atlantic Monthly has a paper by A. Minnie Herts upon "The Children's Educational Theatre." It was Miss Herts who, four years ago, undertook to organize the Entertainment Department of the Educational Alliance, New York, animated by the desire "to supply the children in the neighborhood with entertainment of better class than the Alliance and other neighborhood amusement places had offered." The article states convincingly the educational results, mental and moral, accruing both to actors and to child audiences through the study and presentation of good plays. "Those who come animated merely with the desire to study parts remain to be brought into intimate acquaintance with a variety of characters represented in dramatic ficton, thereby widening their circle of human contact, as would be otherwise impossible in their restricted lives. Under wise direction they study in ideal characters motives, possibilities and purposes active in human nature. Indirectly our work secures the discipline of self-restraint, of devotion to duty, of promptness, of efficiency, and the rights of fellowmen."

Among the plays given and acted by the children of this crowded East Side neighborhood are: "The Tempest," "As You Like It," "Ingomar," "Little Lord Fauntleroy," "Snow-White," "The Prince and the Pauper." The influences for good are incalculable, which directly and indirectly this play-acting exerts upon the children.

Something each day—a smile
Is not much to give;
And the little gifts of life
Make sweet the days we live.

The world has weary hearts
That we can bless and cheer;
And a smile for every day
Makes sunshine all the year.

Last night, though Mother tucked me up
And kissed me for good-night,
I could not go to sleep because
It was so very light.
The moon looked through the window pane,
And made the whole room white.
I thought about my new tin pail,
And Dolly's broken head,
And then I heard the sweetest song,
And lay quite still in bed,
And listened, for the sweetest songs
AreAngels, mother said.
Was it an Angel? Could it be?
I peeped out just to see,
And all I saw was one brown bird
Upon the white rose tree.
It was an Angel mother thinks,
If I'd had eyes to see!

INDUSTRIAL EDUCATION

(Continued from page 189)

School of Trades, opened two years ago by he Merchants' and Manufacturers' Association.

Of a somewhat different order, but on an llied topic, we find in the Engineering Record for Nov. 23 a spicy editorial, "Back-lash in Engineering Education," a hit at what the writer considers unnecessary waste in hours and methods in the schools. "If boys parsed more sentences and painted ewer pansies, learned more history and less um-and-nicotine physiology, they would ome up as engineering freshmen with less ieed of apologies."

Doubtless methods of teaching mathema-ics may, as the article suggests, be made nore practical while still retaining their lisciplinary character, but if the boy be aught to paint pansies at the psychologic noment and in the pedagogic way he will ıssuredly be the better engineering fresh-nan.

What Germany Is Doing.

Apropos of the growing interest in this subject is the monograph by Albert A. Snowden on the "Industrial Improvement Schools of Wuerttemberg, Germany," found in the Teachers' College Record of November, 1907, this year. Between the same covers is a brief description of the other industrial and commercial schools of the kingdom, and an outline of the activities of the Wuerttemburg Central Bureau for Industry and Commerce. The chapters treat of: 1. The place of vocational train-ng in the Kingdom. 2. The Rise of Vo-cational Schools. 3. The Reorganization of the Industrial Improvement School. The rontispiece shows a picture of the hand-some, dignified building which forms the home of the Industrial Museum of Stutt-gart.

We are told that whereas a few years ago he country which had few natural re-sources was overcrowded as far as popula-tion was concerned. Through able statesman-nanship, a broad vocational training, with-n the reach of all who desire it is provided; he tide of immigration has been checked, he population has increased rapidly, the whole land shows evidences of general pros-perity, "and there is more room than ever before."

We learn from this magazine that state aid in financing industrial schools is now received in France, Austria, Hungary, Belgium, England, the German states, Switzerland, and Italy, so important do those countries regard such training.

At first, such training, in Wuerttemburg was given on Sundays. In 1739 the order was thus set forth: "All young people must attend the Sunday and holiday schools until the time of their marriage, so that they will neither so easily forget what they have learned in school, nor spend the leisure of Sundays or holidays in a sinful manner."

Austria, Vienna, Prague, early established (eighteenth century), schools for technical drawing. Prague founded a lace-making school. The various sporadic efforts in such directions are traced, but the first movement toward a general introduction of such education in Wuerttemburg was in 1818.

The detailed history of this industrial movement is most interesting, involved as it is with the changing conditions of the early part of the nineteenth century, especially the troublesome local customs duties which separated town from town.

Evening schools followed the Sunday schools as need developed; at first attendance being optional, but later becoming compulsory. It is this compulsory feature which is of interest to us of the "states." The "parental" compulsion would be impossible in this country, certainly at present, if not always. But it certainly accomplishes some excellent ends.

In the so-called industrial improvement schools the instruction is given in the day hours. "The schools attract older working-men as well as apprentices." One man fifty-two years old enrolled for his thirtieth half year. Some had been attending for ten or more years.

The latest law—to be in full operation in 1909—compels all local cities having for a period of three successive years at least forty youths under eighteen years of age engaged in industrial or commercial pursuits, to establish an industrial or commercial school. This term is given the widest possible scope in Wuerttemburg and takes into account not only the factory hand and the counting-house assistant, but the day-laborer, the grocer's clerk, and the errand boy. The law provides for the compulsory attendance of all young workmen. . . . The chief objective point of the law is to furnish opportunity for instruction during the work-days, instead of evenings, Sundays or holidays as before. The minimum

number of hours is to be 280. The schools are to be organized more strictly than ever along vocational lines and instructors carefully prepared by a long course of training are to be put in charge everywhere. The courses will extend through a term of three years.

The percentage of illiteracy in Wuerttemburg is practically nil. "Out of 11,000 recruits for the army examined in Wuerttemburg each year only three on the average are found to be illiterate. These are invariably from other German states."

Wuerttemburg, however, is not satisfied with results and has been recently reorganizing her Industrial Improvement Schools. This change is embodied in the law above referred to, and to which we can give no further space at present. The article, however, closes with an enthusiastic description of the State Industrial Museum at Stuttgart, which "is a rare illustration of what a live and vital institution a museum can be." In addition to fine exhibits of things manufactured, are directories from all over the world, catalogs, art models, a fine library, and a chemical laboratory in which experts are constantly employed making experiments on raw materials for Wuerttemburg industries.

Germany has, however, been wise enough to postpone a fully specialized training until the child has been given a good foundation of all-around cultural training, which will prevent his being narrowed down into a mere machine. Brains and character are necessary to a nation's life as well as mere mechanical skill.

The monograph gives all necessary and interesting details as to courses of instruction, both for students and for teachers, with hours and subjects taught, and gives as well an idea of salaries paid and tuition asked, and results obtained both good and bad. All American manufacturers and teachers will be interested.

Gustaf Larsen, the great sloyd teacher, suggests, in "Education," 1906, that the present manual training high schools be converted into vocational schools for children over seventeen years of age and that a manual training laboratory be placed in every high school building.

In the October "School Review," Charles R. Richards writes upon "The Relation of Manual Training to Industrial Education." He feels that the greatest value found in manual training rests not so much in th skill to be acquired as in "the mental quick ening and broadening of outlook." "Ca we expect to meet and satisfy this eage craving for information and achievemen except by the broadest opening up of th real world outside of school and the reflec tion in the school of facts bigger with mean ing than the mere handicraft itself?" Wha is needed more than skill, he argues, is in dustrial intelligence.

Statistics seem to prove that most chil dren, in Massachusetts at least, leave schoo not because of pecuniary need, but becaus the work of the school is not sufficiently at tractive to hold them, and because they ar ambitious to engage in the activities of th real world.

Mr. Richards asks therefore: "Is it no pretty nearly true that in the chance o making our constructive work more a re flection of the actual industrial world lie the sole hope of increasing the holding power of the schools in these uppe grades?"

He feels that to do this it is on instruc tion that is based primarily upon the stimu lating power of ideas rather than upon th development of skill that we must rely.

Naturally, the manufacturers and th workmen feel that the most efficient teache of industrial education is the man wh knows practically the shop end of the busi ness, as well as the theoretical side, an unhappy experience has often establishe them in this belief. The ordinary class room teacher has not always succeeded i turning out of his manual training mill chil dren competent to do good shop work, nev ertheless, lest we get sunk in commercial ism we need to remind ourselves with Prof Richards, that "the primary and funda mental influences in industrial education whether it be a question of developing sym pathy for industrial careers, of stimulating industrial intelligence or broadening th social outlook, rest in the hands of us wh are concerned with the art and manua training in the public schools, "and the mai things to be given the student are, in th words of the Massachusetts report:

"The power to see beyond the task which occu pies the hands for the moment to the operation which have preceded and to those which will follow it, power to take in the whole process, knowledg of materials, ideas of cost, ideas of organization business sense and a conscience which recognize obligations."

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OF THE

NATIONAL SOCIETY FOR THE SCIENTIFIC STUDY OF EDUCATIO

The Kindergarten-Primary Magazine

VOL. XX—FEBRUARY, 1908—NO. 6

What Should the Public do for the Care and Training of Children Before They are Admitted to the Public School, Counting the Kindergarten as a Public School?

Ada Van Stone Harris

THE struggle between socialism and individualism is as old as society. It is one of those wholesome and inevitable battles essen-al to individual and social health, that in never be settled, but must always re-ilt in continually varying compromises.

The basis of compromise must always e the necessities of society. The state iust do for the individual what is best)r its own perpetuity.

There is an inherited belief, amounting lmost to a superstition, that the state's bligation in the nurture and preparation f her future citizens begins when they an first attend school. It is generally elieved that to open the doors of a pub-c institution to the children at four or x, and when they are eight to go into ieir homes and compel them to come ut and go to school, is a perfectly safe nd proper exercise of governmental ower; but that to go into the home ither to care for the children or to take iem out before they have arrived at this ge would be rank socialism.

In a free state the one unvarying es-ential condition of continued life is a ealthy, intelligent, and virtuous citizen-hip. Whatever intrusion into the sacred-ess of the individual and family is nec-ssary to secure this is not only justifiable ut is necessary.

In early times among us the family ould easily supply the necessary nurture nd training until such time as the minds f children required the sort of intellect-al culture furnished by the ordinary chool.

But times have changed; the urbanz-ig of population has destroyed these onditions for very large numbers of families. Hence more and more now the state must exert its authority to secure to its people the conditions essential to good citizenship.

Imaginary lines must disappear, and the state must in self-protection take charge of its young whenever families in large numbers fail to meet the demand, whether at the age of six, five, four, or in the cradle.

Hence there are certain positions that are frankly assumed thruout this paper—That education is the primary business of the state; that the child is born immediately into the state as he is into the family; that the concern of the community in the child is as urgent as that of his kin; that the power and duty of the state to train the child into citizenship is co-extensive with the needs of each individual child; and that solidity of interests makes the welfare of each the business of the whole.

Those who do not admit the proposition of democracy would doubtless dispute its corollary of free and compulsory education, with all its implications. But in the confidence that my assumptions are those of a majority at least of this audience, I have felt that it would be a waste of time to discuss principles on which we are agreed and have laid the stress of this paper on the practical application of these principles.

I have further limited the paper to a dicussion of those methods suited to actual present-day conditions

To discuss upon what spheres of action the state should enter in a properly constituted community is one thing; to face our incoherent, struggling, abnormal social organization as it affects the child

and to discuss what must be done here and now under the present conditions is quite another.

The present discussion is sketched on the background of crowded tenements, child and mother labor, alien populatoins, poverty, ignorance, disease, intemperance and unchastity, which conspire to form the terribly dwarfing and deforming environment of millions of children in this land of liberty, in the year of our Lord 1907.

What the ideal home in an ideal state ought to do for the normal child is a theme upon which angels might delight to write. Meanwhile as we hew our way thru the "dark forest of this tangled present," let us look facts squarely in the face and see what must be done in the broader activities of state and community to give each child that square deal which is his right.

Permit me then very briefly to discuss some of the things that should be done for the child by the public before he is admitted to the public schools.

First, by carefully drawn and drastic legislation the housing of the people in our great and growing cities should be *radically better*.

Visit the ghetto of the overcrowded East Side, New York. The procession along the highway reveals not only the apparently prosperous business man, but the immigrant fresh from the foreign shore, ignorant of our language and customs. Here we see the lame and the lazy, the shiftless ne'er-do-wells, and the unfortunate generally, living in cellars and crowded tenements; entire families in one or two rooms, among most unwholesome surroundings, the families, both of whose parents or whose sole supporting members are compelled to go out during the day, leaving the children without proper care. As the tenement-house problem stands today, in most of our larger cities the occupants suffer serious handicaps in their struggle for existence and a place among men. It is vain to attempt to educate children devitalized in these crowded, dark, unsanitary tenements. Room to play in, air to breathe, must be secured to the children of the nation that would not invite its own decay.

It is true that much has already been done by philanthropic organizations, and especially by the city, thru the oversight of tenements and providing parks and playgrounds. But vastly more is needed.

The way to secure these primitive rights is for our legislators to find out; the force that sets them on the path of constructive legislation is ours to create.

Unless government compels the owners of tenement houses to keep them in good sanitary condition, to provide air, light, water, toilet accommodations, that are adequate and decent, the unfortunate tenants will go without them.

Unless government keeps the streets of these districts clean, the children will play in the filth, for the street is their principal playground; and unless government segregates those affected with contagious diseases, they will stay in the same rooms and the same beds with the well children, and spread the contagion. But government must do more than this. It must compete with ignorance, weakness, indifference, superstition, inherited and imparted habits and prejudices, all hostile to health and morality.

One of the most manifest needs is, first, instruction in the laws of hygiene as applied to the simplest problems of living. Much instruction can and must be given in the schools to fit the men and women, the fathers and mothers, of the next generation for a more wholesome living. But that is for the future. The *immediate need* is the instruction of parents. Those who have never actually visited the houses of the tenement districts can have no conception of the possibilities of ignorance and prejudice that exist.

This instruction may be given in various ways; thru lectures, by association with the people, in settlements possibly—tho better in the way of business or of some activity, as that of the teachers; and especially may the instruction be given thru the mother's club and parents' meetings in connection with the schools. These offer perhaps the best centers for instruction to be given to parents, and should be much commoner and more general than they are.

The duty of the community does not end, however, with the assurance of decent housing conditions. Add to the house the playground, the bath, the gymnasium, the park, the library, and you have the minimum which a really

ntelligent community must do in the ssuring of an environment to its child- en that shall make a firm foundation n which to build educationai progress.

Turning from environment to the child e find that, second, it is the duty of the ublic to protect infant life by proper afeguards.

When a child is born blind, or deaf, or eformed, a serious burden is imposed pon the state. Modern medical science as shown that a large proportion of ese handicaps of birth are due to renatal causes or to conditions in very arly fancy. For example, blindness is nduced in many infants by lack of pro- er cleansing and care of the eyes. All roperly educated physicians and nurses nderstand the simple and easily applied anitary treatment that will prevent the evelopment of the inflammation which esults in either total blindness or per- nanently impaired eyesight. But the ast majority of the foreign-born among he poor employ a midwife during con- nement. Many of these women have ad no training whatever, and only he most rudimentary ideas of cleanli- ess. In many European countries there re laws providing for the instruction, raining, licensing, and rigid inspection f midwives. In this country, with our rowing foreign population there is a rowing need of such legal regulation of he practice of midwifery as shall protect oth child and mother. The state must ee to it that the needed instruction is iven. One of the most needed govern- nent agencies in the cities is an adequate orps of physicians and nurses, under he direction of the health bureau, to isit the houses of those who need it, to ounsel with the mothers and fathers, to ake charge of cases of illness, to defend he ignorant against quack doctors and nscrupulous and ignorant midwives, o enforce segregation of the ill from the vell, and in general to see to it that ygienic conditions are maintained. As epresentatives of the government they ould and should secure in the homes uch conditions that infants may be born ight, nursed right, fed, bathed, clothed, nd exercised right, and may thus have square deal at the outset of their lives.

The very great extension of the prac- ice of maintaining a trained nurse in the ublic schools is also desirable. A nurse attached to each school could perform an educative function in the homes of the pupils whose value cannot be overesti- mated. New ideas about cleanliness, ventilation, and feeding could also be given by her to the overburdened moth- ers of the tenements that would richly repay the community in better-fed and stronger children.

I cannot leave this phase of the subject without alluding to the duty which the public owes in the protection of the unborn.

We protect our cattle and horses from deterioration of stock by care of the mother. We allow the mothers of men to be oppressed by greed, ignorance, and poverty during their pregnancy, and then the public pays the bill in the care of their deformed, feeble, epileptic, or idio- tic children. There are already count- ries enlightened enough to forbid certain forms of toil to the pregnant woman. Self-protection will bring society at large to recognize the danger to the race in refusing the protection of the law to the helpless victims of our commercial civilization.

But poor old father Dermas cannot rest when he has protected the birth of the child—bless you, there's the food question staring us in the face.

That it is poorly dealt with up to the present time is evidenced by the fact that some 50 per cent. of the babies that steer safely thru the perils of birth become dis- couraged and quit within the first five years. It is idle to rail about what ought to be. "It is a condition, not a theory, that confronts us," as President Cleveland said; the condition being that millions of people are crowded together in large cit- ies; and that these modern cliff-dwellers are absolutely dependent upon their food and drink being brought to them from the far-away country; and in the bringing there are many things besides milk that suffer conversion into something sadly, fatally strange. The community must secure for the child clean, pure milk first and foremost. To educate milk producers to elementary notions of cleanliness, to facilitate the distribution of milk, to safe- guard it at every step of its path from the cow to the child, is one of the most im- portant tasks of public education and leg- islation. The national pure food law is only the beginning of what must be done

in the way of legislation, both federal and state, to safeguard the health of the people.

There is no department of public responsibility for the child not yet of school age more directly connected with his successful accomplishment of his school tasks than this vigilant guarding of the food supplies. Most authorities agree that maenutrition is at the bottom of much of the "naughtiness," "stupidity," and "incorrigibility" of school children. Wise legislation to prevent the sale of injurious or impure foods, coupled with instruction in the selection and preparation of food will do much to eliminate the child who can't keep up.

The health bureau of many cities, notably my own city, has done much to aid the community in the simplest principles of the feeding, bathing, and exercise of young children thru the distribution of a pamphlet on *How to Take Care of Babies*.

As we leave the problems of infancy and approach those of the two or three years lying between the baby and the school child, the complexity of the problem and the diversity of view in regard to the proper solution increases.

On the one hand, psychological science is making clear as never before the fundamental importance of these years in equipping the child for normal self-realization, and of guarding against permanently atrophying the higher powers of the nature. On the other hand, the patient first-hand investigation of sociologists is demonstrating that under our present industrial conditions there are great masses of our population utterly unable to provide for their children the wholesome activities and environment essential to develop them into efficient and useful citizens. It is idle to argue as an excuse for the public inaction that these conditions might be changed in time. They ought to be and they will be; but sociological changes come slowly; and meanwhile there are generations of children yet to come who must have their rights secured by co-operation or by public action, if at all. Many of the functions best performed by the home must be undertaken by the community in behalf of the home of the future. To expect mothers who must toil all day to eke out the family income, or who are shut into the cramped quarters of a tene ment, to supply the nurture that thei children must have is to expect the im possible. Hence for a portion of ou people, and that not a small one, th public must do a great educational wor in preparation for actual school life, o else be foolishly attempting to build it educational structure on the sand.

The question is sometimes raised, wha is properly the school age? And some ar seriously asking if it is not too early or to late, if the kindergarten offers the best forr of training for children under six, and i when the age of six is reached, reading an arithmetic offer profitable employment This is a many-sided problem. It is no merely an inquiry into the proper employ ment of the time of children from earl infancy. It is a very different problem i the large city or the manufacturing cente and in the village or the rural district. I the country a child can be left out of schoc until he is eight or more, and still have hi mind and body kept profitably busy. H can be educated as Rousseau would hav educated him, through contact with natur and through doing things with his hands Much of the best work that the town chil does in the kindergarten the country chil does better through the simple use of th tools everywhere about him, in natural ac tivities. Though it must be said of him that if he is healthy, a few hours a day in good school, after he reaches the age of six will at least do him no harm. A poor schoc in which he is improperly employed upor the empty forms of knowledge may do harn in the country as well as in the city.

In the congested town life, if a child is lef to his own devices until he is seven or eight the range of suitable activities is so smal that he is likely to come to school at eigh a victim of arrested development, but a adept in evil. It is quite possible to mak criminals of those children in those year before the age of eight. As was suggeste at the beginning, the state must take charg of the training and nurture of large num bers of its children from the very outset What kind of training it shall give them a each stage of growth is a question for ex perts. The only expert capable of final de cision is that rare combination, the doctor teacher, the specialist in both physiolog and psychology.

I think there can be no doubt that th

rer years, say up to four, should be whol-
fee from control—except such as is nec-
sy to secure physical and moral well-
ig at the time. The occupation should
lay—free and spontaneous. Children
dld play, and eat, and sleep, and be hap-
n clean, wholesome surroundings with
ndance of fresh air and sunshine.

he limits of this paper prevent any but
briefest mention of the manifold activi-
to be entered upon by the community
ehalf of the child. Since the greatest
ational factor of the first six years of a
l's life is play, he must have play-
ands, amply accessible, fully equipped.
since these children of the city streets
t be taught to play freely—spontane-
y, imaginatively, and socially—these
grounds must be presided over by wise,
et-spirited, and well-trained teachers
will play with the children and through
lead them into a free and joyous social

here came into one of our playgrounds
summer a boy aged seven, but looking
old as his grandfather, wearing overalls
suspenders. He was leading his little
er Mary by the hand and wheeling a
y carriage which contained a rickety
v of one and one-half years. The father
mother were day laborers, leaving home at
en o'clock in the morning. Mary, aged
ee was a little "tuf," and was only happy
en hitting everything in sight! She was
ed and abetted in this by the other chil-
n, who laughed at all of her perform-
es until the teacher who was in charge
he playground suggested that they were
ting Mary and not helping her to grow
and be a better child. The teacher ap-
led to the children on their altruistic side,
il finally they agreed it was not kind,
l hence they would no longer encourage
ry in what seemed her natural tend-
ies. Ere the summer closed these bad
its died a natural death. Little brother,
h his parental care, brought for baby's
ch on the first day a large piece of cake
h white frosting. The teacher explained
t baby ought to grow and could not on
n cake. The next day a large greasy
ighnut appeared. On the third day the
cher achieved her object. John came
h a bottle of milk. Approaching the teacher with a beaming countenance he said, "Baby will grow now, won't she, teacher!" If the playground had existed for no other reason than to have driven the vicious tendencies from Mary and to have given the baby proper nutrition—it paid. It must be trained supervision to accomplish such results.

Outdoor playgrounds, and for stormy weather adequate covered spaces or playrooms indoors, are absolutely essential for babies, for older children, for growing boys and girls; playgrounds equipped for quiet games, for noisy games, for athletic contests, for all proper amusements, are part of the investment for the future that cities must make. To the playgrounds should be added recreation centers, where fathers and mothers can go with their children. Chicago's park houses are models of suggestion and inspiration as to what can be done for a community in this respect. And there must be parks, accessible and inviting, where children may roll and frolic in the grass, zoological gardens, where the child may make acquaintance with furry and feathered friends, personally conducted excursions to woods and field, and little garden patches where baby Adams may grub in the friendly earth. Transportation to these children's paradises should be furnished free if need be from the public treasury.

In conclusion: these are a few of the obligations of the state toward her children born of the poor, the ignorant, the helpless; the care of mothers before, during, and after the birth of children, instruction of parents in the duties of parenthood, such supervision of the home as is imperatively needed, legal control of tenement houses, doctors, and nurses trained—sympathetic and possessing authority—supervision of food supplies, then fresh air, cleanliness, and room for play in healthful and moral surroundings. These and more the state must provide, abandoning all foolish notions of its limitations, when its life is at stake. For the life of the state is a sane, healthy, and moral citizenship, and the quality of citizenship is determined during the helpless years spent by the baby in the cradle and by the toddler at his play.

If the state is to be saved it must heed the cry of the children.

MAIN BUILDING, LOUISIANA STATE NORMAL SCHOOL, LA.

MOTHERS' MEETINGS AND READING CIRCLES.

JENNY B. MERRILL, Ph. D.

Children train us into trainers better than ll trainers.—Richter.

Jean Paul Richter in the preface to his vork on "The Doctrine of Education" ex- ılains its title, Levana, in these words:

"May Levana, the motherly goddess who vas formerly entreated to give a father's ıeart to fathers, hear the prayer which the itle of this book addresses to her. . . .

The education of most fathers is but a ystem of rules to keep the child at a re- pectful distance from them, and to form the :hild more with regard to their quiet than ıis powers.

But I would ask men of business what ed- ıcation of souls rewards more delightfully ınd more immediately than that of the inno- :ent, who resemble rosewood, which im- ɔarts its odor, even while being carved and haped? . . .

The words that the father speaks to his :hildren in the privacy of home are not ıeard by the world; but, as in whispering galleries, they are clearly heard at the end ınd by posterity."

Richter closes his preface by saying: "It vould be my greatest reward if, at the end ɔf twenty years, some reader as many years ɔld, should return thanks to me that the ɔook which he is then reading was read by ıis parents."

This writer of genius recognizes that 'children train us trainers better than all rainers," yet, says he, **"books are occasion- ılly reminders."**

Hence, once more as we are midway in he school year, let me urge upon all kinder- gartners who have not already started a 'Mothers' Reading Circle" to do so forth- vith, and furthermore let me urge that the athers be invited to read too. Having a li- ɔrary and circulating books helpful to par- :nts, will accomplish more than we can neasure.

We can best entice fathers, perhaps, by ıdding to our library at once Miss Emily Poulsson's new book, "Father and Baby Play," published by the Century Company.

Miss Poulsson needs no introduction to :indergartners. Her "Introduction to the Mother Play" helped many of us to use more intelligently Froebel's "Mother Plays" and emphasized what Froebel himself taught—that his book "aims to interpret the mother's own instinctive words and deeds." In her preface Miss Poulsson acknowledges that "Fathers themselves have unconsciously supplied the material for her new book and that she "now returns to the home, the plays which have often been enjoyed therein by father and baby."

In offering fathers these charming verses, Miss Poulsson reminds them "that rhythm and rhyme are like wheels by which the burden of meaning is carried more smoothly and readily into the baby's mind than it would be by unordered words."

This new book is full of the most active of all home plays, for father's love is apt to express itself in less quiet ways than "finger plays," and we find him tossing, romping and carrying the little one "pick-a-back, and even sending him without ceremony into tumble-town." Echoes from the busy noisy world enter into father's play.

"Funny Fishes," "Two White Ducks," and "Chasing Speck-o-dirt," will surely become famous nursery classics and save many a cross word and many a baby's tear. These three songs are one of Miss Poulsson's happiest thoughts to help mother and baby prepare for "Father's home coming," making it an event in the day as it is in so many happy homes.

With all the fun and noise and frolic, quiet shadow pictures on the wall and a lullaby for fathers are not forgotten, for,

"When the night darkens the blue of the sky
And bright in their places the stars gleam on high,
'Tis then to the baby come visitors three
Come, Gappo, and Nidnod and good Slumberee."

I think it would be well worth while that an hour given to interesting mothers in this new work of Miss Poulsson's and in her Finger Plays, too, if they have not already been presented. It is true that we have been considering mainly in this series of articles, old-time books, but present day books may be more appropriately considered in some

cases. Hence we have paused to consider this one, so unique is its character in connection with Richter's words to fathers.

The preface and a few of the explanatory pages scattered through "Father Play" should be read (note especially pages 38, 46, 54, 62, and 68.)

A few suggestions should also be given a mothers' meeting about examining the pictures and reading the verses to the children **as stories about other children.** Very few fathers or mothers could be induced to purposely commit the rhymes to memory. The rhymes will sink gradually into the memory, by reading them as stories to the children, until acting them out comes spontaneously.

The book and its stories must **suggest** play rather than force it, for forced play is no play at all, hence let us warn over-zealous mothers not to be discouraged if father does not apply Miss Poulsson's suggestions at once. Speak a word about one of the fundamental principles of the kindergarten, "growth from within." Weeds grow too rapidly. The oak grows slowly. Speak of courage to wait.

Professor Baldwin writes in "Social and Ethical Interpretations" of the keenness of the child mind in distinguishing the various characteristics of the adult minds about him. The proverbial gentleness and patience of mother is off-set by the natural vigor and firmness of father. This need not signify that mother's virtues do not include strength and firmness, nor that father's necessarily lack gentleness and patience—not at all—and yet nature forces one virtue to the front in mother and another in father. The child feels the difference and needs both lessons.

Day by day, mothers should learn from fathers, as well as fathers from mothers, the different ways of gaining wise control "over wayward childhood."

Are these books in your Mothers' Circulating Library?

The Book of the Child, How—Dutton Co.
Morning Glow, Gilsen—Harpers.
The Luxury of Children, Martin—Harpers.
Children's Rights, Wiggin—Houghton, Mifflin Co.
The Golden Age, Kenneth Grahame.
Rebecca of Sunnybrook Farm, Wiggin—Houghton, Mifflin Co.
Children's Ways, Sully.
Dickens as an Educator, Hughes—D. Appleton.
Childhood, Birney—Stokes.
The Story of a Child, Loti—Houghton, Mifflin Co.
Silent Teachers, Harrison—Chicago Kindergarten College.
Study of Children, Washburne—Household Economics Library.
Father and Baby Play, Poulsson—Century Co.
Little Jane and Me, M. E.—Houghton, Mifflin Co.

IMPRESSIONS DERIVED FROM VISITS TO THE KINDERGARTEN.

AN EXPERIENCED TEACHER.

The kindergarten has held a strong attraction for me for some time and as opportunity afforded I have made a point of visiting them. Somehow there was always a feeling of disappointment in regard to the decoration of the room. Pictures were pleasing, but not of the kind one can look upon day after day and still see in them something grand, ennobling and uplifting—one look was enough.

A short time ago, however, I stepped into a kindergarten in a remote quarter of the city, where none but the poorest classes, and those mostly foreigners, are found and I could not but feel that the teacher there was a thorough kindergartner. It was the week before Christmas and there were seasonable pictures and decorations and the little gifts the children had made for home folks were displayed, but it was the regular decorations that impressed me very deeply.

These decorations were not elaborate, but I went directly the next morning to pay that room a second visit. A large copy of Rosa Bonheur's "Lion at Rest," in brown, and one of the "Horse Fair," in delicate color, were mounted and put up unframed; one good Madonna and small pictures of the Boy Christ and the Good Shepherd were others that stayed in my memory. Besides these there were many children's pictures, all very attractive and some very amusing; but the lasting impression was made by those first mentioned.

No one but those who have been deprived of the ennobling influence of good pictures in their childhood can realize what is being done for these children—how much life, strength, hope and determination may grow out of the association with these real works of art. Then why not give them the best? It is no more expensive and money cannot measure the value of good influence and high ideals.

SOME STORIES ABOUT TOMMY.

ANNE BURR WILSON.

Valentine's Day.

XII.

For weeks before Valentine's day Tommy and Susie were at work at the little table in the corner of the sitting room with paste and paint and scissors, as well as other treasures that mother had saved for them, —colored pictures of flowers and birds from last year's calendar, and beautiful paper lace from boxes of soap, which must have been put there especially for Valentines.

It is a good thing that the table was in a far corner of the room, for there were wonderful secrets going on there that even mother must not see; indeed, Tommy and Susie had sometimes to tell each other to turn their heads around, for the way the pictures were pasted on the paper, and the way the lace went around the edge, and the way "I love you" was printed on the back page must not be seen by everyone.

At last they were finished, and each Valentine was in an envelope of its own; then mother had to come and write the names on the outside of some of them, but one name had to be saved for father to write when mother was busy in the kitchen, for she must never guess whose name that was.

On the day before Valentine's day Tommy and Susie drove down with their father to the post office, and they themselves mailed every Valentine, so that there might be no mistake. Of course they stopped to look at each one before it went into the hole for letters, for they must be sure there was a name on the back and a stamp on the corner of each one. Then, after they were safely in, there was nothing more to do but to drive home again and wonder and wonder how grandma and the boys and girls and father and mother would like them.

At last it was Valentine's day, and father came from the post office with his pockets bulging with mail. There were big envelopes and little ones, plain ones and fancy ones, and no one was left out.

When they were opened each one was so beautiful that no one could choose the prettiest; father and mother thought theirs were best of all, and the baby squealed and clapped his hands over his, but Tommy and Susie were sure nothing was ever so pretty as theirs, for each one opened and shut and had words like songs in them.

They sang them over all day long:

If flowers could speak,
Then these would say:
I love you now
And will alway.

And

I write this verse
To say to you:
I love you well;
I truly do.

Even the baby tried to join in when he heard them singing:

"Will you be mine, Sweet Valentine?"

So that the house was full of singing and fun all day long.

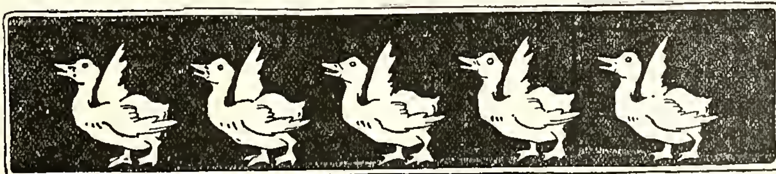
After supper, when Tommy came home from carrying the milk to the old lady, and started to hang up his overcoat, he felt something big in the pocket, and when he opened the white paper there was a big sugar cookie shaped like a heart with candies around the edge! He hurried to show it to the others, and mother found this verse on the paper covering:

"Who made you this, with love and a kiss.
"Tell me, will you, Tommy W.?"

It was funny how it came to be in that pocket. Who could have put it there? Even after he went to bed Tommy kept saying over and over:

"Tell me, wil you, Tommy W.?"

Who could it be? .



A TOUR THROUGH NEW ORLEANS.

MAY C. NOBLES.

New Orleans is undoubtedly the most interesting and unique city in the whole United States, not only on account of its balmy, sunny climate, but also for its cosmopolitanism, its delightfully quaint old French houses, its narrow streets with shops and signs everywhere. In fact some one has most aptly said, "It resembles some old city of France planted on American soil," surrounded by a modern and most up to date American city with its sky scrapers, large hotels and great rush of business. There are any number of interesting points in the city situated on the banks of the Father of the Waters.

Perhaps one of the most interesting features of the city, and one which strangers should not fail to visit is the "French Market." Here all nationalities and colors gather to either dispose of their goods or buy, as meat, fish, dry goods, boots, shoes, tinware and household articles are sold every day of the week.

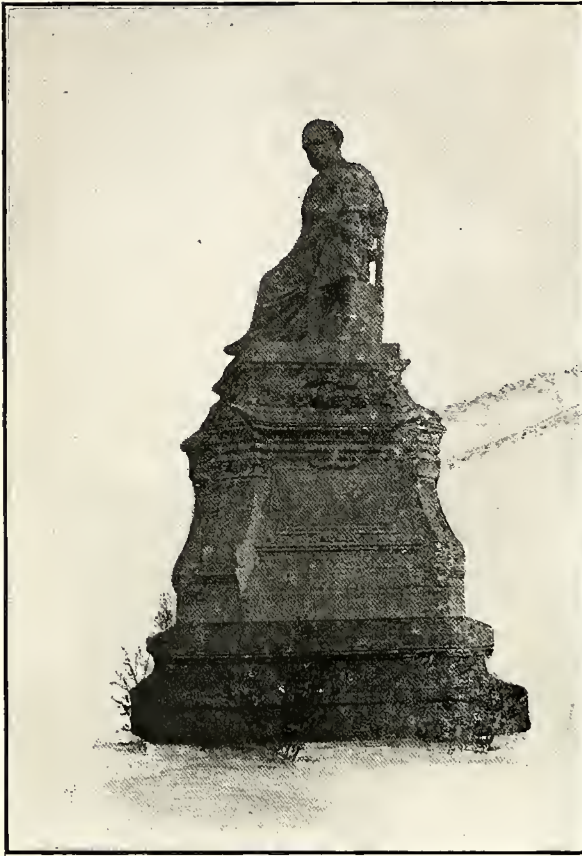
The French Market comprises five distinct and separate markets, which are known as the fruit and vegetable, the meat, the bazaar and the fish markets. Between the markets are small open spaces, which are usually occupied by Indians, and peddlers of fruit, tinware and notions. Sunday however, is the day on which the market is seen in all its splendors. The crowd commences to gather early, until, about ten o'clock, it is so dense, that one can scarcely move. As the population of New Orleans is greatly mixed, many nationalities are seen in the French Market, and the way French, English and Spanish words mingle renders the Babel extremely confusing. At the head of the market are the several coffee stands, which are much frequented by strangers and at which a good cup of hot coffee or chocolate can be had for the small sum of five cents. Strolling down from the market we come to the United States mint, which has a capacity of turning out $5,000,000 per month. The process of making money is most interesting, and is one of the sights of the city. A polite official is always in attendance to show the visitors over the several departments. Sauntering up Rue Royale, which was the main street of the old city, will give the tourist many quaint and interesting views. Down this street, as on Chartres, will b found any number of interesting antiqu and bric-a-brac stores, where relics, once th property of the most prominent persons ante-bellum days can be found. Here ca be bought rich old-fashioned carved furn ture, jewelry, crockery and bric-a-brac the rarest kind. From here we wander int Conti street to get a glimpse of the old bo tle man, made famous by Eugene Fiel Leaving this delightful old place we come t the "French Opera House," erected after design by the celebrated architect, Gallie and where each winter for a period of thre months are enjoyed the grand operas. Th fashionable nights are Tuesday and Satu days, when the big horse-shoe-shaped aud torium, lighted with electricity and fille with ladies and gentlemen in full evenin dress, presents a brilliant picture seldo seen elsewhere.

Nowhere else in this great United Stat can be found the peddlers and Indians whic are to be seen making the rounds of th city and stationed at the various market The latter are to be found in the market where they sit, silent as statues, keeping strict watch on their baskets of herbs ar plants, their laurel and bay leaves, used b the Creole cooks to season soups and dishe They also sell "File" (gumbo), a sort green powder, used to make the celebrat gumbo. Beside them we find their litt papooses, strapped to planks, as is their cu tom. We also find the negro women, wi gaudy "Tignon," selling their praline sugar cakes made of pecans or peanut "Callas," and a number of other eatable In the streets is to be seen all kinds ar varieties of peddlers.

Another point of great interest is th Navy Yard and dock, which is located o the other side of the river, about a mile an a half below Algiers, and has the secon largest floating dock in the world moored i front of the yard. It is constructed of ste and cost $810,000. The big dock is we worth a visit and when near, its huge pro-portions are more appreciated than from distance. It is considered one of the mod-ern wonders in naval architecture and the is nothing else like it afloat. Among th great institutions is the "Charity Hospita" which as its name implies is a "charity ho-

VAULTS IN OLD CEMETERY, NEW ORLEANS

LEMON VENDOR, FRENCH MARKET, NEW ORLEANS



MARGARET HAUGHERY MONUMENT

pital" Any one sick or injured is admitted free of charge, nursed and fed until able to leave. Its doors are open night and day, the year round, to the afflicted of all classes, color and nationalities. One of the most important branches of the hospital is its "ambulance service." At a telephone call, night or day, an ambulance, fully equipped with temporary means of relief and accompanied by two medical students, dashes off to any part of the city to bring the patient to the hospital. Two handsome buildings face the avenue and are used by the outdoor clinics. In the grounds is the magnificent Milliken Hospital, which is used exclusively for children. Another institution of which New Orleans is proud is the "Touro Infirmary," which was founded by the Jews, but is patronized by all sects on account of its excellent care and attention given to the patients.

Canal street is one of, if not the most important business thoroughfare, and is guarded by monuments erected in honor of those brave and true men who gave their lives for the city. These are the 14th of September and the Fireman's Monuments.

On this street is the custom house, in which is the "Marble Hall," considered to be one of the handsomest rooms in the world. It is remarkable for the fact that nothing but marble and iron has been used in its construction.

At the farther end of the city are to be found the United States Barracks, officially known as Jackson Barracks. They consist of a series of brick barracks and officers quarters, built after the old style houses with a large courtyard or esplanade in the center, the whole being enclosed by thick brick walls. At the four corners are towers with embrasures for guns, and the walls are pierced for musket firing. The barracks and surrounding grounds are kept in perfect order and are usually occupied by several artillery companies.

Visitors should not leave the city without paying a visit to West End, which is situated on Lake Ponchatrain, and where are to be found the boat houses of the St. John's Rowing Club, the West End Rowing Club and other clubs. Crossing the foot bridge the music plaza is reached, where every evening during the summer concerts are given. Near by are the summer theatres, side shows and the large hotel, which is renowned for its "cuisine" and delicate fish dinners. Passing behind the pavilion a long wharf is reached, at the end of which is the Southern Yacht Club House, the starting point for the annual regattas. Beyond the music plaza extends the Revetment Levee, with its gardens, flowers, and walks, forming a delightful promenade along the lake shore. Across from the West End are Spanish Fort and Milneburg, both being small villages with pleasure grounds. The former is situated at the mouth of Bayou St. John, a stream navigable for schooners. On the latter is to be found the Light House, which is run by a woman, Mrs. Norvell.

Louisiana, renowned for her sugar, could not be visited without a trip to a plantation which would not only prove interesting, but also instructive. There are a large number of plantations within easy reach of New Orleans, any one of which could be visited in a day, the nearest one being the "Ames" plantation, just across from Audubon Park. Other great sights are the cotton factories and presses. An examination of their powerful machinery is worthy of attention. There are a number within the city and an

nspection of them would prove most profitible.

And now we come to another of the interesting points in this unique city. It is "Margaret Place," and is situated at the intersecion of Camp and Prytania streets, and just n front of St. Theresa's Orphan Asylum. In the center is a green mound bordered with flowers and surmounted by a pedestal, on which rests a white marble statue of a woman seated in a chair with her arm around a little orphan. This woman has a plain, homely face, her thin hair is combed back from the broad forehead, the eyes are deeply set, the features coarse and the mouth wide. She is no high-born lady, but a woman of the people, untaught, honest, simple and industrious. This statue was reared in honor of Margaret Haughery, a noble and charitable woman who devoted all her life to aiding the orphans. Reared in poverty, she had, by industry in selling milk, accumulated sufficient means to purchase a bakery, and by attending strictly to her business, she managed in a few years to make a fortune. This she devoted to the orphans, without regard to sex, nationality or religion. At her death a popular subscription was raised and this statue and park dedicated to the memory of one of God's grandest women. This is the first statue erected in America in honor of a woman.

I. K. U. CONVENTION, MARCH 30—APRIL 4.

The Committee on Local Arrangements for the International Kindergarten Union Convention, which will be held in New Orleans, March 30 to April 4, are busy with the details of plans for entertaining the delegates. Frequent meetings have been held and the work is advancing nicely.

Much general interest is being evinced on part of citizens and every effort will be made to make this meeting a complete success. The early spring is a very attractive time to visit Louisiana. Usually the weather is clear and balmy and most suited to out-of-door pleasures. The Crescent City has the proud honor of having the finest electric car service in the United States, besides being the largest city in area in proportion to its population, hence a number of very interesting trolley trips can be made in a short time. Doubtless a number of visiting delegates will be interested in taking out-of-town excursions, such as a visit to the Teche, a day on the gulfcoast, a trip up the river. Details of information for taking these trips will be issued shortly.

The following is a list of the committees:

- Mr. A. T. Moss, Chairman Committee on Local Arrangements.
- Mr. H. F. Baldwin, Chairman, Finance Committee.
- Miss Kate Minor, Chairman Committee on Entertainment.
- Miss Margaret Leonard, Chairman Committee on Program.
- Mrs. M. L. Anderson, Chairman Committee on Music.
- Mrs. L. M. Horner, Chairman Committee on Decoration.
- Mrs. Maurice Stern, Chairman Committee on Badges.
- Miss Edith Woodruff, Chairman Committee on Exhibits.
- Miss Eleanor Riggs, Chairman Committee on Press.
- Mr. W. L. Levy, Chairman Committee on Place.
- Mr. O. L. Trezevant, Chairman Committee on Printing.
- Mr. Charles Colton, Chairman Committee on Transportation.

THE EDUCATIONAL VALUE OF BOOKBINDING.

SARAH J. FREEMAN.

Principles Useful Even in the Kindergarten.

In an article in the January number of this magazine, the first of a series on the Educational Value of Bookbinding, I attempted to show in a general way that bookbinding in the high school is the natural outgrowth of the art and manual training courses offered in the public schools from the kindergarten through the grades. The benefits gained physiologically from this work were briefly sketched. Then followed a discussion of the psychological, moral and sociological, including the industrial aspects of the subject of bookbinding. "The modification going on in the method and curriculum of education is as much a product of the changed social situation, and as much an effort to meet the needs of the new society that is forming as are the changes in the modes of industry and commerce." The school in its manual and domestic training is making an effort to put itself into line with this change and supply to the child the elements of development that have been lost by the departure of the old household and neighborhood system. Such work lends itself to character building, habits of order and industry, a sense of responsibility and an obligation to do something to produce something in the world. It trains the producers in observation, ingenuity, constructive imagination, logical thought, "sense of reality acquired through first hand contact with realities."

Let us brifly take the processes of bookbinding that involve principles that are common to all manual training. Looking through the leaves to be bound and arranging them consecutively, or having one's tools each in its place involves the principle of order which is essential to the success of any mechanical work. Marking up for sewing and measurement indicates accuracy. Sawing and sewing are activities that speak for themselves as everyday occupations. The lining of boards by pasting on paper shows clearly the principles of shrinkage and warping. Hammering the back and boards brings to mind a familiar sound. Filing boards to prints involves principles of fitting which is later carried out when the cover is adjusted to the book. Muscular c ordination results from the use of tl brushes in pasting, glueing and colorir edges. Cutting sheets to proper size ar the various processes involving the skillf use of the knife show close relation to oth branches of manual training.

My point is not that bookbinding involv principles that are new to all other branch of manual training, but that as brought t some degree of perfection in the high scho it gathers up principles that may be trace through all the grades from the kinderga ten up, and that it may be used by bot sexes without special adaptation.

The book that usually comes into tl hand of the amateur binder for binding one that has special value for the owner an no longer meets the definition of a boun book, which may be described as a colle tion of sheets so connected and protecte that they may be easily read and handle without injury to themselves. In othe words it has "come to pieces." We hav then in the beginning to deal with the in stinct of destruction for the purpose of re construction, the materials for binding be ing in the main the same as in the origin form. The old sheets must be patched an guarded, and like a made-over garmen come to the finish "as good as new," and i the making-over process, connected wit the cords and tapes on which the book i sewn. Their handling and careful adjust ment is confined to bookbinding alone. Th rounding and backing of the book for th purpose of disposing of the ridges caused b the thread, with which it is sewn, and inc dentally making grooves in which th boards rest also belongs to bookbindin alone, as does the headbanding, which i merely a development of the old process o sewing over raised cords or leather thongs The "finishing" is an art in itself, which ha always been used as a method of decoratio for book covers, be they what they may.

Physiologically and biologically the pro cesses of bookbinding involve principle which may be traced back to the beginning of the race and the individual throug

phases indicated in the development of the child. Folding printed sheets suggests an activity that dates back to the constructive epoch of the race. From early childhood the folding of a handkerchief is a source of continued pleasure. The infant will fold and pile as the binder piles his sections in shape for sewing. Children of three will paste, sew, cut and hammer with eagerness. Tearing comes even earlier than cutting, which necessitates a more careful adjustment of muscles. The taking apart and building up of the book may be traced to the block building of the kindergarten, which results in bringing order out of disorder. Measurement is taught in paper-folding, but learned when the infant on reaching for an object reaches or refuses the effort as the object is or is not placed within reaching distance, and is known to the earliest forms of life through muscular adjustment.

Coming back to the high school, muscular co-ordination with sense-perception, with its special relation to attention, judgment, accuracy and adaptation of means to the end, is shown in the sharpening of knives. This is accomplished by means of the grindstone and oilstone. The knife is sharpened in different ways according to the use to which it is to be put, involving judgment and adaptation of the means to an end. In the use of a grindstone attention and sense-perception are exercised. The binder regulates the motion of the pedal and the revolution of the stone by the activity of the foot. He also regulates the pressure of the knife on the stone by the fingers according to the edge required. If the eye wanders or the attention is distracted the results are disastrous to either the knife or the worker.

The development of the technique of the book from the simple to the more complex forms of binding, and the careful choice of methods and materials for covering according to its utilitarian purpose are well considered in the high school course. This sense of proportion is paralleled in the occupations of the kindergarten, which, together with the materials used, are adapted to the stage of development of the child.

Sewing is natural to both boys and girls until the western masculine mind was imbued with the idea that it is unmanly. Through usage the western woman's hands have become trained to domestic arts, but in the East men still embroider and perform with the fingers most delicate tasks. Take the process of rounding a book, that, is, by careful manipulation, moulding it into a symmetrical curve. This the child does in clay work in the kindergarten, in mud pies and sand pile at home. Fitting the board into its joint also may be traced to the development of the child through certain race stages, as he carefully adjusts his blocks to each other. A very young child is distressed if he cannot fit the cover to a box or a garment to a doll. In the kindergarten, weaving and the pasting of the parts of a geometric figure into place further develop this activity. Finally the covering of a book for protection involves a development from the folded cover of the kindergarten to the cut, fitted, pared and carefully adjusted leather cover of the high school, requiring all the activities that have been used through the lower grades. Lastly, the finishing of the book, the pushing of the tools over designs originated by the binder is the climax of the mechanical plus the art and culture training developed from infancy.

The fifth general convention of the Religious Education Association will meet in Washington, D. C., February 11-13. The general theme is timely from whatever aspect we know it. "The Relation of Moral and Religious Education to the Life of the Nation." The topics to be considered are as follows: "How Can the Educational Agencies Be Made More Effective as Moral and Religious Forces?" "How Can the Moral and Religious Agencies in the Nation Be Made More Effective as Educational Forces?" "Educating the Conscience of the Nation." A fourth general session is devoted to reviews of work and the annual survey of progress by Dean George Hodges. President Roosevelt promised to receive the delegates in the East Room at the White House and address them there. The local committee in Washington is making preparations which will insure to all attending the convention the best that the nation's capital has to offer. There will be the regular reduced railroad rates.

The Affordby Kindergarten Normal Training School of Baltimore is beautifully housed at 2218 N. Charles street. This year the work has been broadened by the addition of special classes in child study, games, stories, and literature. A dormitory has been opened for out-of-town pupils and every thing points to making this, its eighteenth year, its most prosperous one.

"Manual Art With the Scissors," by Mary L. Moran, State Critic Teacher, Providence, R. I. There is a page for each school month, beginning with September. Upon a pleasing dark brown background are placed figures, simple in outline and vigorous in action, where action is expressed. They look as if cut out of thin white paper and will tempt the child to try his skill at cutting similar houses, animals, dolls, etc., from such paper as he finds at hand. As suggested in the preface, the cutting out of such figures followed by the placing of them in pleasing relations upon a background, gives excellent practice in what the artists call "composition." Milton Bradley Co., Springfield, Mass.

Practice Department

PROGRAM FOR PRIMARY GRADES.

Subjects: Wool and Sheep.

MARY A. PROUDFOOT, B. S.

The following plan is an account of the work of a specific group. The subject of the wool and the sheep was not approached directly, but was the outgrowth of the needs of the children in connection with an entirely different interest. The children had been studying about the Indian and the sight of an occasional "tepee," encouraged them to set up a miniature camp. They had made all the necessary utensils, including both pottery and baskets of various kinds. They had indulged in different primitive experiences and had quite completed a concrete Indian picture, when it was decided to make a blanket somewhat in imitation of a Navajo, that had been loaned to them. The making of the blanket, then, became the point of departure for a study of the wool, which the group planned to procure directly from the sheep.

SHEEP SHEARING AND THE PREPARATION OF THE WOOL.

As the season and environment were favorable, the children enjoyed the unusual opportunity of observing a sheep sheared. They then purchased an entire fleece, which they found to weigh about six pounds. The children's first occupation was that of washing a quantity of the wool in preparation for spinning.

CARDING THE WOOL.

They then separated the strands with their hands, soon discovering its sticky, cohesive quality. They carded it by using ordinary curry-combs, which took out all of the tangles, and laid the strands in parallel position. These they twisted by hand, showing in simple primitive fashion, the process of drawing out, (more fully developed in the spinning process.) An old spinning wheel was next procured, and with help of the teacher some of the wool was spun. The class then dyed it with boiled water of walnut shucks. (Commercial dyes are more satisfactory for bright colors.)

EXTENSION OF THE SUBJECT THROUGH PICTURES AND MANUAL TRAINING.

With interests so closely allied to real life, the group was a live one and its spontaneous expression found an outlet in artistic illustration. A collection of interesting stories were taken from history or other sources, also pictures illustrating the various types of spinning wheels. Perhaps the most interesting of these was the distaff, which is still used by the Navajo Indian. Indeed the children were enabled to trace some of the primitive inventions down to the present time, making models of the simpler ones. Thus the study was given an historic perspective.

THE MAKING OF LOOMS AND WEAVING.

The children not having looms, invented their own by making simple frames, into which they drove holes and strung the warp. As the wool prepared was not sufficient for the quantity needed, they used carpet yarn also. When all the weaving was finished, it was sewed together, making a good-sized blanket, which had a design of stripes, with a border pattern at either end. (It is suggested here that a warp of linen or cotton be used, finer than the threads that form the woof. This is a more practical method in the hands of children, though it does not so well demonstrate the process of making woolen cloth.) During the weaving of this blanket, the children compared the woolen thread with textile fibers, cotton, silk, flax, hemp, pineapple, hair, camel's and goat's hair; also grass, straw, reeds, and rushes. They brought in various woolen materials and contrasted those that raveled easily, like mohair and brilliantine, with closer weaves, such as cashmere or cheviot. It will be seen that this subject offers a rich field both from the social, economic and historic standpoint, to say nothing of its geographical interest.

A STUDY OF SHEEP, THEIR SOCIAL CHARACTERISTICS; THEIR FOOD, AND THOSE FEATURES OF STRUCTURE ONLY, THAT BEAR DIRECTLY UPON A BETTER UNDERSTANDING OF THE LIFE OF THE ANIMAL.

After the experience of the sheep-shearing it was with interest that the children returned to the fields with several problems for investigation. One of the children of the group discovered a pet lamb in the neighborhood, and this called forth much spontaneous observation. The lamb loved to be cuddled and petted and played and skipped with the children. The band of sheep followed a leader, or in the fields,

groups could be seen feeding together. Thus the little observers became acquainted with their gentle, affectionate and social natures.

THE KIND OF FEED AND PASTURES FOR SHEEP.

The children found upon investigation and inquiry, that rape and alfalfa are grown in pastures for sheep. Sometimes a succession of green crops are cultivated. Lambs are fed on corn, often mixed with peas.

WHY ARE SHEEP PASTURES ALWAYS CLOSELY CROPPED? THIS QUESTION LEADS NATURALLY TO A FEW STRUCTURAL OBSERVATIONS.

The above question was asked by several different children. They moreover decided that the mouth must have something to do with the answer, and so the teacher showed them the cleft upper-lip, and the tough pad in the upper part of the mouth. With the help of the pad, the lower teeth, and a nod of the head, the sheep is able to get at roots when food is scarce; gathers in the grass thus torn off, by the aid of the long flexible tongue. The class was interested in trying to imitate the nodding of the head and the motion of the jaw, as thus produced by the sheep, and further noticed that when they were resting they chewed a cud like the cow.

THE NOSE.

The children also spoke of the sensitive nose, and thought it must aid in their selection of food. The teacher, however, corrected this inference, for it seems not to be the case, as sheep are very undiscriminating in the matter of food, eating without injury what would be poisonous to most other animals. This sense seems rather to serve as a means of enabling sheep to trace their way and track their kin, as they are great wanderers. A mother sheep can always recognize her own lamb by its "smell."

HORNS.

The children of the group discussed, did not have the opportunity of seeing horned sheep, but any class would be interested in examining the spiral horns, which are hollow. These are real horns. The solid kind, like those of the deer, are called antlers. The children might be able to find the rings that mark annual periods of growth and thus determine the age of a sheep. Pictures of wild ones can be shown. Compare them with tame sheep.

THE WINTER CORRAL.

The group also visited a winter corral, into which the sheep are placed over night. This is connected with open sheds and into these they can go for protection against rain or snow.

THE BEST ENVIRONMENT FOR SHEEP RAISING.

In inquiring into what sort of conditions are best for profitable sheep raising, the children were interested in looking at various pictures, and in visiting the park. There, among others, was the African sheep, which has far more hair than wool. At some future lesson in a more advanced grade these children will be interested in discovering that the temperate climate is best for sheep raising, as the animals readily adapt themselves to climatic conditions.

CULTIVATED SHEEP RESEMBLE WILD SHEEP.

It has been thought that the first sheep were wild. The children were interested in discussing the advantages of their slender legs in climbing. They noticed that the hoofs were almost hollow and by experimenting with a rubber disc, came to understand why they were well adapted for clinging to slippery rocks. One child made the remark that the hoof was sharp in order to dig away the snow and ice from grass and roots in winter.

Large bands were seen coming to town with the herder, assisted by shepherd dogs, usually collies, who help to keep the sheep in the middle of the road, or ifin camp, guard them.

REMARKS FOR THE TEACHER.

The favorite season for the use of this subject seems to be the spring, or the time for sheep shearing. As the kindergarten plan suggested, however, there is a possible correlation of this subject with the Christmas thought. It is not a convenient time for direct observation, but there are many beautiful stories relating to both the shepherd and sheep. All the stories of David and John, the Manger, and the Wise Men, are in Mrs. Proudfoot's Child Christ Tales, published by Flannigan. There are also many appropriate pictures pertaining to the birth of Christ, and to the shepherds that may be used, for example, Feuerstein's The Holy Night, Paul Baudry's Saint John, Murillo's The Christ Child, and the Lamb, Lerolle's The Nativity, Bourguereau's Adoration of the Shepherds.

A suggestion of a possible talk with the children:

Long, long ago all animals were wild and cared for themselves as best they could. It is said that the sheep were the first of all animals to be tamed by man. "When David was a shepherd lad" great flocks of sheep were pastured on the hills and in the valleys of his country, and there are boys there to-day, who, like David, care for the sheep, and who probably think of him and the beautiful songs he left for the whole world when he went away.

Across the great ocean is another country, hilly and rugged, just the kind of a country sheep like, and there you may see great white flocks, and with them the beautiful dog that we call the shepherd dog. He does not watch over them alone, for the shepherd is there too, but he is a very wonderful helper. A man who once cared for sheep on the hills of Scotland has written many good stories about the shepherd dog, (perhaps you can find some of them.) His name is James Hogg—and his book is called "The Etterick Shepherd." (Bring in a touch of the Highland shepherd life—the plaidie, the bagpipe, dialect, and the like.)

These are not the only places where sheep are to be found, for they are in nearly all parts of the world except regions of very extreme heat and cold.

In the western mountains of our country—the great Rockies—bands of wild sheep live. Travelers can often see them leaping among the high rocks and following their shepherd. This shepherd is neither man, nor boy, nor dog, but a strong and fearless one of their own kind, who knows where the best pastures are to be found, and how to lead his flock away from danger. Mr. Ernest Seton Thompson has written a beautiful story about a mountain sheep. It is called "Krag."

After such an introduction the observational study can follow in its appropriate season.

In working out any nature study plan, let it be remembered above all, that when an animal is taken as the subject, that little children learn more through service to that animal than through any amount of logical instruction.

It offers an ethical opportunity. The child's sympathy and interest are awakened and through his own activity he is brought into harmony with the life about him. In this way, the teacher, as Froebel suggests, is making it possible for the child to inform and instruct himself and thus "he becomes member of the all life, and, as such, freel and spontaneously to live."

Program for the First Five Grades.

Winter Subjects: Frost, Ice, and Snow.

A. A plan for the first three grades.

I. Frost.

Observation of frost on the window pane with its fairy pictures, leads us to an observation of the beautiful, white, glistening landscape. To contemplate Jack Frost and appreciate his work, there must be an opportunity for a field lesson on a frosty morning. Consider him first as the messenger of autumn, who does not come to kill, but to give us warning that winter is coming (Give to children the bright and happy thought rather than the negative suggestion.)

Jack Frost helps in the preparation for winter by bringing first of all the beautiful colors of the fall. He opens the chestnut burrs, and the like. How does he make us feel? What does the frost cover? Observe twigs and foliage bedecked with this glistening moss. Examine some of the frost crystals through a microscope. Of course the best mornings for this observation will be when everything is covered with hoar-frost; then, even with the naked eye, the separate crystals can be studied like so many brilliant feathers and ferns. Where do we find the heaviest frost on the windows? (In the bath room, kitchen, and wash room.) Why? Observe the steam forming on the window panes, and then watch the effect of the cold upon it. If this is impossible, in order to watch the forming of frost crystals, put ice and salt into a glass vessel, when frost will form on the outside.

II. Ice.

Is Jack Frost responsible for the ice? Children tell where they have seen ice on the way to school. Mention other places where ice is to be found. Place a pan of cold water out on the window ledge, and if a cold day needle-like crystals will form. Study one, its size, shape, color and form. Place the pan out again, and after two or three hours see how the crystals have interlaced to form solid ice.

Icicles and their formation may be observed by hanging up a can with a small hole in the bottom, arranged so that the water can trickle through and gradually freeze. The expansive quality of ice can

e demonstrated by filling a bottle with water and allowing it to freeze. The ice crystals stretch out, and not finding room nough to expand, break the bottle. Speak f the bursting of pitchers, water pipes, etc. Why do rocks and boulders burst? (Water oaking into rocks must expand when it reezes.)

Consider the uses of ice.

Let this study be largely an aesthetic one, onsidering first, the beauty of the landcape, second, the characteristics of the now. Snow crystals may be observed by atching them on a black cloth, and examining the different star forms with the nicroscope.

Snow.

Is a heavy fall of snow a benefit or otherwise? (A benefit, because it protects roots of plants from frost and modifies the cold. The melting of it in the spring helps to break up frost in the ground.) Study the urther uses of snow.

B. Suggestions for Fourth and Fifth Grades.

Snowfall may be determined by melting now in the gauge, and measuring the depth of water produced. On an average, ten inches of snow make one inch of water, but he proportion is variable.

A more or less extensive and inclusive study of ice harvesting may be entered into by children of fourth and fifth grades, and will be found profitable and interesting. Ascertain an average depth of "ripe" ice. Make comparison of weight and volume. Investigate the method of marking and cutting ice; size and weight of cakes; method of transporting, storing, and handling of the same. In what region of the United States is ice harvesting most extensively carried on? What methods are employed in the construction of ice palaces? What are ice boats? Find pictures to illustrate. Give the children some opportunities for constructive work. Make models of ice-saws, ice-plows, or of ice-boats.

Stories.

James Johonnot's Grandfather Stories:
The Snow King.

Harriet L. Coolidge's In the Fairyland:
Jack Frost and His Fairies.

S. E. Wiltse's Kindergarten Songs and Talks:

a. **A Story of Willie Winkie.**
b. **The Snowflakes.**

Emilie Poulsson's In the Child's World:
Jack Frost and His Work.

Songs.

Jessie Gaynor's Songs of the Child World,

a. **Coasting.**
b. **Skating.**
c. **The Snowman.**

Eleanor Smith's Songs for Little Children, Part 2:
Jack Frost.

Patty Hill's Song Stories for the Kindergarten:
Merry Little Snowflakes.
Children, Children, Winter Is Here!

Poems.

Frank Dempster's Sherman's Little Folk Lyrics:

a. **The Snow Weaver.**
b. **January.**
c. **Wizard Frost.**
d. **Snow Flakes.**

Mat Lovejoy's Nature in Verse:

a. **Jack Frost**—selected.
b. **Frost Pictures**—selected.
c. **Little Snow Flakes**—selected.

DRAWING, CUTTING, PAPER FOLDING AND PAPER TEARING FOR FEBRUARY.

LILEON CLAXTON.

February is so rich with historical interests that the problem is rather what not to do with them than what to do. Still in trying each year to vary the work from the preceding years the teacher will be glad to have more suggestions than time would permit her to carry out. It may be well to remind ourselves that the teaching of historic facts and connections is not the work of the kindergarten but such work should be used only with more advanced classes.

The plan which follows introduces historic work because these outlines are to be used by primary teachers as well as kindergartners, each selecting that which is helpful to her own grade and disregarding that which is not well adapted to her class. Besides considering the lives of Washington and Lincoln we must not forget that this is the month when Cupid figures. Valentines must be made and sent. The postman is called upon to help us and we will have him deliver a valentine to us in person. The study of the soldier and his employments must not exclude the attention to that other faithful helper, who through storm and sunshine is ever active. His work and services are more closely associated with the home life than that of the soldier and his employment is better understood by the children. The soldier hats and flags, badges and drums are all necessary to the completion of the thought of February, but the postman's whistle will not create discord nor his coat of grey disturb the soldier's blue.

The dove figures so prominently on the valentines in the shop windows and the pigeons are always with us be it summer or winter, so it will not be inadvisable in our thought of the animal world to stop at the dove cot and pigeon house and consider something of the ways of the dwellers therein.

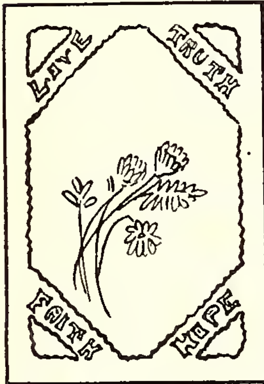
The winter sports are still enjoyed and the beau-

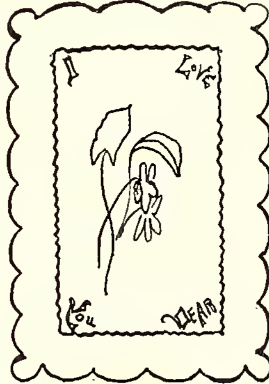
ties of the snow-covered buildings and fields should still enter into our work as a reminder of what has gone before and a suggestion of what the approaching months will bring.

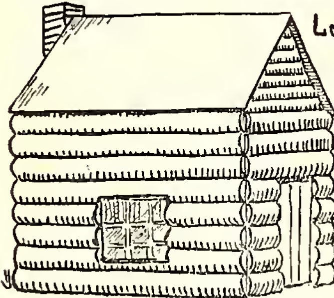
Let us now consider definitely how all of these thoughts may be reproduced in Drawing, Folding, Paper Cutting and Paper Tearing.

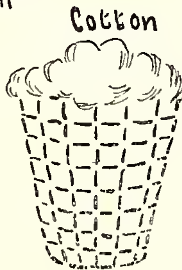
Drawing.

Valentines.
Lincoln's log cabin.
Branch of cotton plant.
Basket filled with cotton.
Float of logs on river.
First American flag.
Independence Hall.
Liberty bell.
Fort.
Sword.
Colonial hat.
Cannon.









Winter scenes.
Illustrate story work.
Furled bag (book cover.)

The valentines may be made in a great variety of forms. Those described here are the ones made on oblong paper. The heart shaped valentines are included under different headings. Select an oblong paper, either of pure white or soft grey. Draw a border of some suitable color. Draw a bunch of violets or a red rose in the center. Under this print an appropriate sentiment in the colors already introduced. In each corner such words as Love, Truth, Faith, Constancy may be added. Such a valentine might then have a cover pasted on. Make it of tissue paper the proper color. These covers should be shaped to correspond to the edge of the valentine and may be cut in a design or in strips for shutter effects. But they must open to reveal the beauty of the message and then shut again to close it from the vulgar gaze.

Free Drawing.

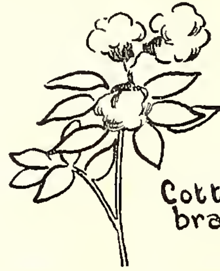
Child making a valentine.

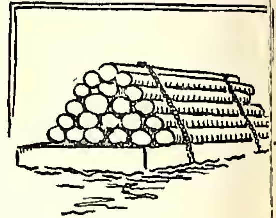
Postman at work.
Cotton fields with slaves at work.
Betsey Ross making first flag.
Washington on his horse.
American soldier.

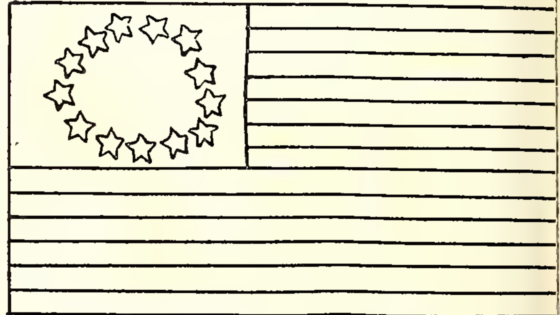
English soldier.
Pigeon house with pigeons.
Illustrate story work.

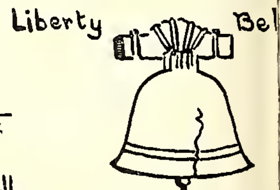
Practice Drawing.

Badges.
Soldier hat.
Tent.
Cannon.









Cutting.

Postman's bag.
School house, lamp post and mail box on one bas
Sword.
Gun.
Drum.
Strips for badges.
Circles for badges.
Tent with flag.
Soldier and tent.
Pilgrim house.
Dove.
Flight of pigeons (paste on mount with pigeo house.)

Badges may be made by cutting strips of re white and blue paper about four inches long an one inch wide. Then cut a circle of one of thes colors. Paste the strips together at one end i proper position and then paste circle over the strip

Drawing and Cutting.

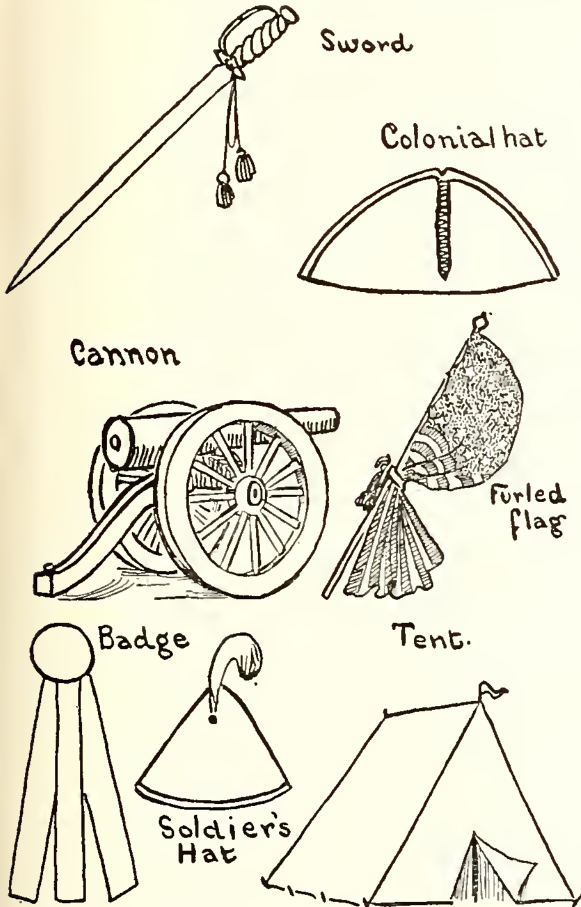
Valentine.
Soldier and tents.

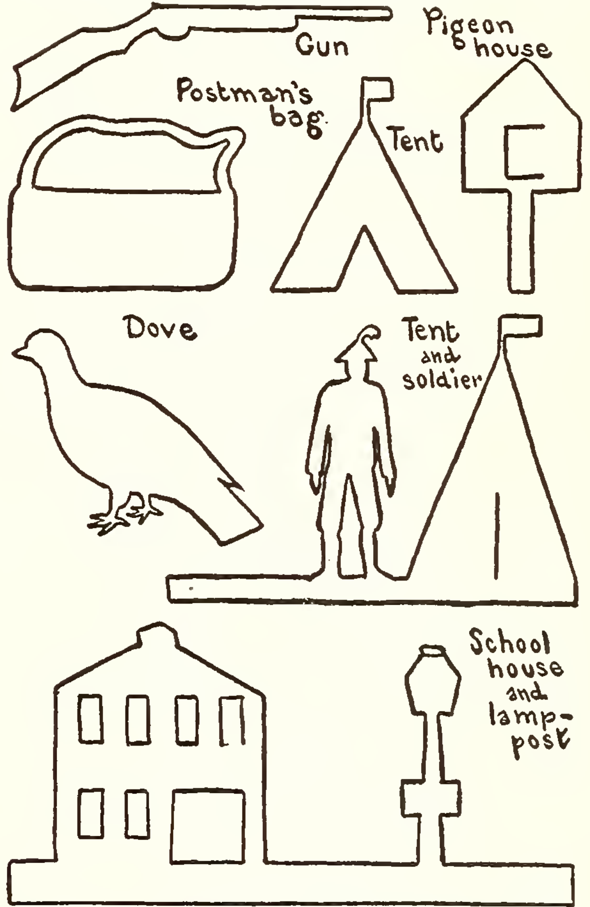
Flag and staff.
Cannon.
Knapsack.
Wreaths of flowers in honor of Washington and Lincoln.
Illustrate story work.

A very effective valentine can be made by drawing one heart over another and cutting this out. Flowers may be drawn on the hearts or scrap pictures pasted. A cover as described before adds to the mystery of the valentine.

A cannon may be made in one of two ways: 1. Draw a picture of the body of the cannon and pictures of wheels. Cut these out and run a splint through a wheel, then the cannon through the other wheel. 2. Take a piece of paper and roll it into a long cylinder for the body of the cannon. Draw and cut the wheels. Paste on each side of cannon.

To make the fort take a good-sized piece of heavy paper, oblong in shape. Mark it on either side to represent stones. Cut holes for lookouts and firing. Paste the short ends together. These should be made in connection with the cannon so that the position of the body of the cannon on the wheels corresponds with the holes made for firing. Placed on a hill of sand in the sand tray with tents, etc., the fort makes a very realistic scene.





Folding and Cutting.

Valentine.
Envelopes for valentines.
Postman's bag.
Postman's uniform.
Log cabin.
Knapsack.
Tent.
Pigeon house.

To make envelopes for valentines take a square of paper a suitable size; fold diameters; fold each corner to the center. Place the valentine in the envelopes and seal with two over-lapping hearts. Place a red heart in the stamp corner.

The postman's bag is made of heavy paper, almost square in shape. Fold the long diameter. Cut off the loose corners beginning to cut at the closed corners.

Paste the slanting edges. Paste straps extending from front to back of bag long enough to allow for opening the bag to slip in baby letters.

The log cabin is a very effective piece of construction and can be easily made if the children be properly directed. Fold the sixteen inch square and cut the folds at opposite ends as described for the barn form in previous article. Before pasting all lines indicating the logs must be drawn this wise: ——

For the roof and sides of the cabin the logs run parallel to the cuts.

For the peak the logs run diagonally across the square that is pasted on the outside. The other square is left blank.

Paste as described before and cut the door in the long side. If the children be advanced enough the windows might be indicated in one side ` `. before pasting corners of cabin.

To make the knapsack first secure bogus or heavy manilla paper. The foundation form is the square box described in previous article. Make two such boxes, but before pasting the corners cut off the two outside squares at the side that is to be the top of the knapsack. This leaves an oblong piece for the lid. Now paste each box. Then slip one box

inside the other and paste, leaving the lids to overlap.

Take a strip of paper a little longer than the width of the knapsack and roll it in a cylinder. Paste it on the outside lid. Cut long strips for straps and paste so that the knapsack can be opened.

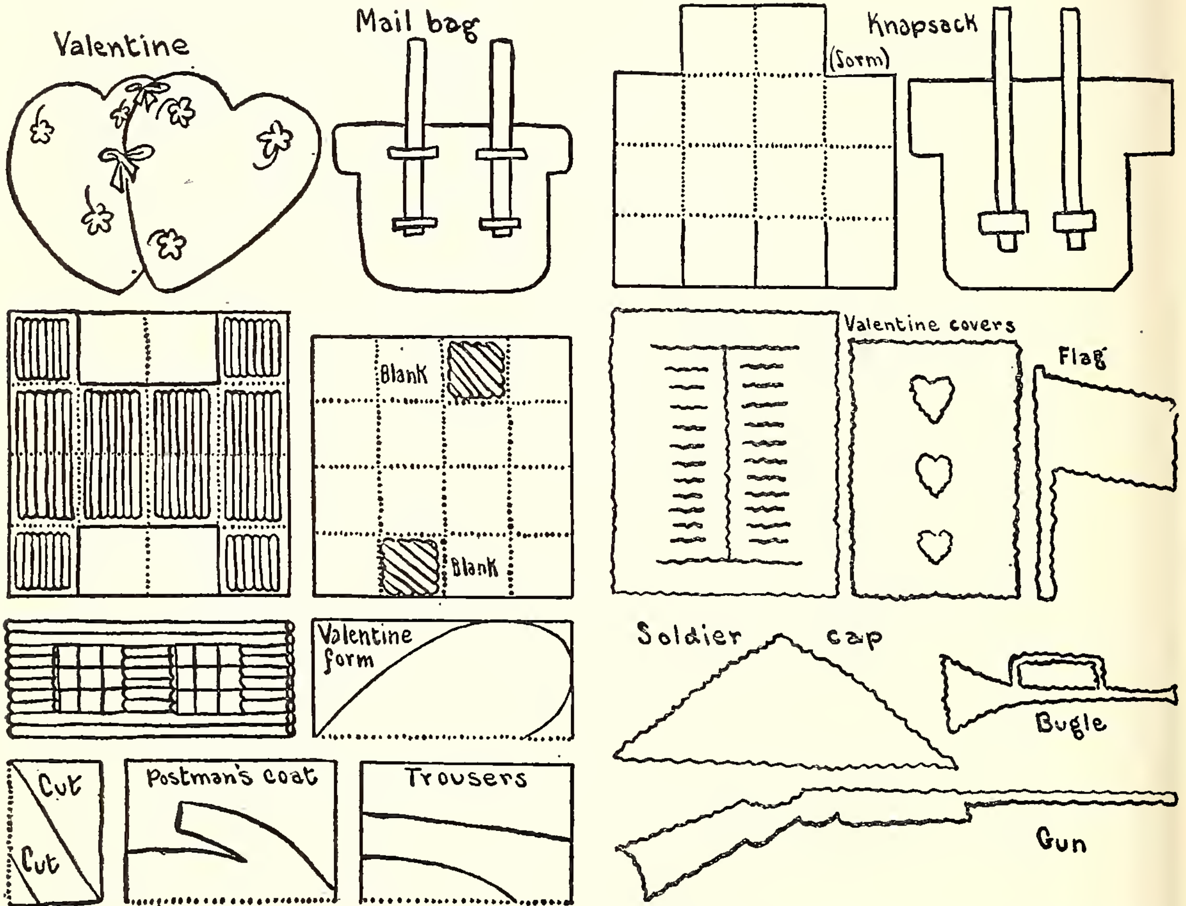
The tents may be more or less elaborate according to the development of the children. The simplest one being made by folding one diameter and standing it on the sides. Many of them are improved by pasting a support on the back so that a city of tents can be formed at the end of the work. Just as simple or almost as easily made is the tent with only one diagonal folded and stood on end. Another is made by folding one diameter and cutting from the bottom open corners to the top closed corner and cutting from the bottom near the fold parallel to the first cut till it strikes the fold. This makes the opening for the door.

Still another way is to fold as in the last; cut outer edges to form the door; cut the fold a proper height and fold back the curtains.

For the pigeon house the children should be given a small square piece of paper. If it is not colored they should be allowed to color it. This paper is folded, cut and pasted as described for the barn, etc. Now each child is given a cardboard a little larger than the base of the pigeon house. This is tacked to the blunt end of a meat skewer. The pigeon house is pasted on this and the stick is pushed into a support made of clay or putty. The children may gather stout twigs in their walks to support the pigeon house or branches from the Christmas tree may be stored for such purposes.

Tearing.

Valentine covers.
Valentines.
Gun.
Cap.
Bugle.
Flag.



CLOTHING AS A KINDERGARTEN TOPIC WITH SUGGESTED STORY, SONGS, AND GAMES.

FRANCES DENTON.

A simple division of the industries introduced to kindergarten children is that suggested by the prayer song:

"Father of all, in heaven above,
We thank thee for thy love;
Our food, our homes, and all we wear,
Tell of thy loving care."

The first two of these necessities of life receive much attention in kindergartens. We have Baker and Carpenter talks, songs, and games.

The subject of clothing, concerning which

Carlyle has so instructively written, was neglected by the author of the Mother Play Book, and his twentieth century disciples seem rather inclined to continue ignoring it. But for the benefit of those who feel that the child's legitimate interest in his apparel should be more extensively utilized, the following plan, already several times employed, is outlined:

INTRODUCTORY TALK; CLASSIFY COMMONEST FABRICS.

(a) A New or Old Dress? (silhouette illustrations).
(b) Touch game.
(c- Cloth raveling.
(d) Cotton Game.

THE STORY.

A little girl named Nellie had three sisters older than she was. When the oldest sister, Marguerite, grew too big for her dresses, she gave them to Pauline, the next sister; when Pauline outgrew them, they were given to Charlotte, the next sister; and when they were too short for Charlotte they were made over for Nellie.

Nellie grew tired of the plan after awhile. "O dear!" she said to herself one day, "I wish I could buy me a brand new dress. How lovely it would be to have—say, a pink silk, that never had been worn before."

"So you think," observed a caterpillar crossing the path just then, "that the silk goods that are sold in stores are brand new. Some cousins of mine go to the trouble of spinning for themselves blankets. Every now and then their blankets are ripped up, and by and by they are made over into dresses for ladies, that's all."

"Dear me," said Nellie. "Well, if I had a nice soft woolen dress, your cousins couldn't say that they had worn that. That would surely be new."

"Baa!" spoke something behind her. It was Pet Lamb's voice.

"Young as I am, I know who gets our winter clothes when it grows too warm for us to wear them. We don't mind your cutting our long wool off, but it's our old coats you're using just the same."

At least we don't go to you for the pretty muslin dresses," thought Nellie, "though I suppose the little cotton seeds in the field over there would say that we take their white jackets to make even our thinnest frocks. Perhaps nothing is out and out new, any way, so I won't mind my having to wear my sisters' things."

THE SILHOUETTES.

The silhouettes, grouped on the back of a leaf from a portfolio of wall paper samples, were easily and effectively made by a very unskillful artist. She outlined from a magazine picture a little girl in a sunbonnet, a caterpillar, and a sheep. A brush dipped in India ink then blackened the enclosed surfaces and beautifully covered up all small deficiencies. The stem bearing the single cotton boll, was sketched with a pen and the boll left white. These illustrations, hung up, may be pointed to as some child reviews the story.

OCCUPATIONS AND GAMES.

1. Fabrics of the three kinds mentioned in the story may be given as a puzzle to the children as they take their turn at being blindfolded, or the guesser may be led about the circle to feel the director's skirt, or a playmate's duck suit, or a hair ribbon.

2. A piece of coarse cloth of simplest weave is passed to each child that he may ravel a few threads. Even a bit of drawnwork as occupation might be sometimes given if the kind of cloth mentioned were used and the threads to be drawn out were pulled an inch or so beyond the cloth before it was presented to the child.

3. The weaving of a carpet-rag rug for the kindergarten doll house may then follow. A fairly satisfactory loom is constructed from a large sewing card closely pricked. Cut an oblong from the center of the card so that a row of holes is left at the top and one at the bottom. Fix the warp, consisting of bright embroidery cotton, by means of these holes. Narrow strips of calico, three bright, harmonious colors, constitute the filling.

4. Where possible, plan a visit to a cotton gin. The following words may be chanted to tones in the same octave as follows:

PLAY SONG.

Fluffy cotton bolls we gather
In the pleasant autumn weather;
When our baskets all are full
Horses will the burden pull.
To the busy town we're going
With the cotton we've been growing.
In the gin the saws will tear
From the seeds the lint they bear.
Then the cotton, pressed so neatly
In the mill is changed completely.
Some is spun to threads so fine,
To make clothes like your's and mine.

1. Several children each with hands on hips are the baskets; the others reach up to pick the bolls.
2. Form a wagon of children and empty baskets. Then hitch up the horses and drive to town.
3. Let a ring of children facing outward extend arms forward with fingers slightly spread, and then

revolve slowly to represent a section of the cylinder with saw-teeth. Brush teeth at one point in the revolution to release lint.

4. Let a parallelogram of children be drawn out into a line, as in marching where each rank marches sideward and attaches itself to the next rank.

OUR PLAY CORNER.*

TERESA F. HATCH, Mansfield, Ohio.

For complete expression to some children a morning of directed circle and table work is too strenuous—in fact, ' tis my belief, come entirely from experience and experiment with the children that in general better results are gained, there is greater physical comfort and development, hence, more perfect mental growth with a short period of perfectly free play.

We find that a part of the game period devoted to free play, gives the children opportunity for relaxation which the directed games cannot. The limitations made as a result of numbers gives the children rules they seldom violate. They willingly submit to these few rules because of their sense of justice, which is easily aroused and exorcised if they understand.

With this happy time in mind we have planned and fitted up a "Play Corner," as it is always called. The large room offers most excellent opportunities for this. Large, low windows on either side border this little space. Above and on either side of the corner are shelves, from end to end we have hung Japanese lanterns, which the children made.

Within is a little couch, a box with a lid, this the children, with help, covered with red burlap and then they sewed pillows of red and green materials, stuffing them with cut papers, all had a hand in fixing. A little rocker, small table and doll cradle, the bed clothes made by the children, a doll's hammock on a frame of the children's handiwork, and a few other playthings are the furnishings.

For wall decorations we have mounted just below the shelf, on a red background, a row of children's pictures. But the crowning features are the rugs the little hands wove, on a loom as large as could possibly be used. It stood against the wall, conveniently handy for anyone to work on at any time. The warp was of strong twine, the woof of carpet rags. It was a happy time when our first rug was done. Later we made matting on the same loom. This was entirely of raffia in stripes of color. It is all very coarse work, several strands of raffia and wide carpet rags being used.

Here we find the children happily playing at any free play period. Sometimes it is a family living happily at home. Sometimes two or three are seated on the little couch looking at pictures while others are at the table playing with some toy found in its little drawer.

The dolls generally figure in some way, being rocked in some little mother's arms, or put to sleep in the cradle.

At times a little one rests herself on the couch. The play corner is the delight of all; it is their own.

While this side plav is going on one may see others at the blackboard; building at the sand table; looking at the books or fish that are on a shelf low enough for all to reach.

Sometimes they clamor for a story to be read; then a little group of eager listeners surround the story teller.

Little groups are about the room everywhere in free, orderly, quiet play. Here the

*Abridged by the Editor.

THE BEARS OF BERNE.*

BERTHA JOHNSTON.

They were traveling on the continent
Through Holland, France, and Spain,
And now were "doing" Switzerland
By steamboat, stage and train.

There were Father, Mother, Walter and Nell,
And last, but by no means least,
Was little Ted, the family pet,
Whose interest never ceased.

In Berne, the city of bears were they,
Where the children with delight,
Fed the bears in the pit, and longed to buy,
Every bear that met their sight.

There were painted bears, bears carved in wood;
Bears sitting, or standing upright.
There were "great big bears," and "middle-sized bears,"
And bears of a "wee, wee" height.

But night had come and the children all
Were on their way to bed,
When hugging fast his shaggy pet,
Our boy from the U. S. said:

"I like live bears,—and carved ones too—
For every Bruin I care—
But the dearest one of all, I think,
Is my Roosevelt Teddy Bear."

*The bear is the emblem of Switzerland's capital city, Berne. Three or more living bears are kept in a pit within the city limits and are great pets, being continually regaled with the cakes and nuts from their many visitors. Bears are imitated in a variety of materials and in every possible attitude. They are frequently represented seated at an easel with a tiny landscape upon which they are supposed to be at work. Needless to say few visitors to the city are able to leave it without purchasing a bear in one form or another.

The Postman.

Words by LILEON CLAXTON.

Music by ISABEL VALENTINE.

Allegro.

f

He is com - ing! He is com - ing! Hear his mer - ry whis - tle near;

Here's a let - ter, Here's a pa - per; Thank you, thank you, Post - man, dear.

From "A BAKER'S DOZEN FOR CITY CHILDREN." Copyrighted, 1907, by Lileon Claxton and Isabel Valentine. All rights reserved.

THE FAITH OF A LITTLE CHILD.

MARIE E. HOFFMAN.

Danny-maunie had partly pulled the big Morris chair—the one the children loved—in front of the library fire; then it became a race as to which of the three, Danny-maunie, Little Edmunds, or "Sisser" should first "get on board."

"Hurry! Hurry! Car's going to start!" called out Little E. and one never did see such a scramble to get a seat.

It was really a most remarkable chair. One could have no idea how important a place it occupied in the household.

If one wished to travel, it was quite the easiest matter to transform it at once into a railroad train, a trolley car, or a steamer, not to mention a Broadway stage.

There was always accommodation for its passengers; if one could not get inside, one could always hang on the outside, to say nothing of a seat on the roof,—the top.

"Oh, no, indeed! We never in this world could get along without the big chair!" Maunie had said, and she, if any one, knew.

One can scarcely realize how lovely and "comfy" it was in the library, with the curtains drawn and the fire burning so brightly.

Just now, too, Danny-favver was playing the piano in the parlor, and the music floated out so softly and tenderly.

But best of all, Maunie had said, that as Danny-maunie was to be "mother-bird" to-night, they could sit up a little longer than usual.

So it was two very contented little children that snuggled close to Danny-maunie in the big chair before the fire.

"Let's go to Philadelphia, Danny-maunie!" said Little E.

"Me, too!" cried "Sisser."

So with Little E. serving in the double capacity of motorman and "ticket taker," they had started on their trip.

It would be impossible to tell of all the strange, unusual sights seen, to say nothing of the numerous conversations held with imaginary persons, at the different stations along the way; in all of which the children participated with their usual delight.

But they were tired of play by now; thereupon Danny-maunie, having opened a much-used picture book, they were soon in full enjoyment of its contents; and with eager little faces glued to the open page, they gave to each picture a most exhaustive examination.

It truly was a wonderful book; filled from cover to cover with most delightful descriptions of childhood and of animal life; together with frequent portrayals of whole families of the little young things most dear to a child's heart.

"See, 'Emmer'!" said "Sisser," pointing with chubby finger to a delightful basketful of tiny kittens. "Mine, mine!" and she laid her soft little cheek on the open page in loving demonstration.

"Here comes my little pony!" shouted Little E., as a familiar picture came into view. "And here come the baby-rabbits! now which one will you have 'Sisser'?" and then followed the usual delightful choosing of the favorite one for possession.

Among the representations they came quite unexpectedly upon the picture of a little child sleeping; the air above him filled with all manner of hideous, floating creatures.

The little face on the pillow was pitifully suggestive of suffering; and, in truth, there was no disguising the fact that the poor little sleeper was being painfully beset by these horrible, grinning shapes.

There were no comments whatever on this gruesome picture. It was passed in most ominously suggestive silence.

But the usual hour for the arrival of the "sand-man" had long since passed; and having inspected the very last page, the children were now willing to make ready for sleep.

"Listen!" said Danny-maunie; and perfect silence filled the room. "Listen! Don't you hear the 'Slumber Boat' coming down the river? Hadn't you better whistle her to stop?" and immediately a small whistle sounded forth.

"Shall we get on our 'things,' Danny-maunie?" asked Little E., immediately echoed by "Sisser" "det on sings?"

"Yes! I think we had better get ready!" assented Danny-maunie; and after due preparation, each little passenger was ready to set sail.

Sometimes, when apprehensive of any

disturbing influence contrary to sleep, Danny-maunie would employ a charm regarded by them with especial favor, which had often apparently proven very conducive to the securing of a short, happy voyage to dreamland.

So sealing the eyes tight shut with kisses, pressing the sweet lips close with numerous magical passes of the finger tips, and conjuring sweet dreams into each expectantly waiting ear, Danny-maunie—as a last precaution—placed what the children designated as a "watch-out" in the shape of an especially impressive kiss upon each rosy cheek.

The object of this "watch-out" was to see to it that these different avenues of sight and sound remained closed; which "watch-out" was by them held to be exceedingly important to the success of the charm.

There was yet one more incantation necessary to the perfect completion of the spell, and, as a very last "send-off," standing by the now perfectly motionless, attentive little figures, Danny-maunie softly repeated the accustomed lines:

> Sleepy eyes stay shut up tight;
> Sweet mouth, too, 'till morning light;
> Little ears must hear no sound,
> For the "watch-out" is around.

"Danny-maunie! Danny-maunie!" came the clear voice from overhead with a note of unrest in its intonation.

Danny-maunie hastened to the foot of the stairs, calling responsively, "Yes, Man! What is it?"

"Danny-maunie!" continued the dear little voice, "That picture!"

Danny-maunie's heart sank with foreboding, but she called cheerily back, "Oh, yes, Little Man! You mean those dear little baby-rabbits! Weren't they darling? And that little boy, too! Wasn't he having the nicest time in feeding them? How many rabbits did you count? Wasn't there an all white one? And two or thre spotted ones? And how about that sweet, cunning one with really black ears?

"Now close your eyes laddie, and see if you cannot remember each one. Maybe you can count them all over again. And Danny-maunie returned to the library.

"Danny-maunie! Oh, Danny-maunie!" again the insistent voice, this time with an added note of real terror.

Quickly hastening to his relief, Danny-maunie gathered the distressed little figure closely to her breast, endeavoring to soothe his disquiet. "Dear Little Man! Dear Little Man!" she murmured, "What is it?"

"Oh, Danny-maunie! That picture!" repeated the little boy.

"But, Man!" entreated Danny-maunie, "Don't think about that picture."

"Remember all those lovely live things you saw in the book; those cunning doggies; and that dear pony, with the boy upon his back."

"And don't you remember that dear, dear basketful of baby-kittens? and then all those little rabbits, and—"

"But, Danny-maunie," interrupted the little boy, lifting pleading, anguished eyes to her face in the endeavor to make plain his mental distress, "My thinker, my thinker—makes—makes me—" and he paused, unable to express his very real misery.

But Danny-maunie understood perfectly, as she gathered the dear little form still closer, realizing his extremity, and filled with an intense desire to help him.

But how? How could she allay his misery?

Very suddenly the way became clear to her.

"Little Man!" she said, "Listen!" And speaking very clearly, she proceeded to give him a detailed account of her purpose.

"I am going downstairs to the library, and I am going to get a pair of scissors, and I will cut that picture entirely out of the book."

"Then I am going out into the kitchen, and I will put that picture into the fire and burn it.

"Then you cannot think about it any more, because it will not be there. It will be burned. See?"

Keeping absolute faith with the little lad, Danny-maunie proceeded with the exact carrying out of the plan agreed upon, giving—for the comfort of the vitally interested little listener upstairs—very marked prominence to the necessary sounds arising from each detail.

Finally, when the miserable source of all this distress had been reduced to ashes, Danny-maunie, returning to the foot of the stairs, called softly, "Dear Little Man? It is entirely gone! It is burned! Did you hear?"

"Yes, Danny-maunie!" came the sweet-voiced reply.

A few minutes later, a satisfied, sleepy little voice came floating down:

"Danny-maunie, I am thinking about those baby-rabbits now."

Pedagogical Digest Department

THE DISCUSSION OF KINDERGARTEN EDUCATION IN THE SIXTH YEAR BOOK, PART II OF THE NATIONAL SOCIETY FOR THE SCIENTIFIC STUDY OF EDUCATION.

E. LYELL EARLE, Ph. D.

Edited by Manfred J. Holmes, Illinois State Normal University, Normal, Ill., Secretary of the Society.

The fact that the National Society for the Scientific Study of Education (formerly Herbart Society), devoted its Yearbook for 1907 to the discussion of the Kindergarten is an indication of the important place that kindergarten principles and practices are holding in the large field of education today. It shows that it is the purpose of fair-minded men and women to know just what the kindergarten has stood for, and is now straining to attain, and what may be its exact place in relation to the general system of public education.

The contributors to the year book are all representative in their respective fields, and we may accept their papers as characteristic of the thought and deed of kindergartners throughout the country today. It is true that there are other aspects of kindergarten education, particularly those in reference to primary teaching that are clamoring for consideration here and now. Let us hope that these will be considered in a similar book shortly.

The introduction to the book is by Ada Van Stone Harris,* who has shown in the past ten or fifteen years as keen an insight into, and as ready solution of, the educational problems of the country as almost any one who comes to our mind at the instant. She seems to have the earnest purpose of holding fast to what is best in every field of education, convinced that she must work for the ultimate betterment of this great work.

We would call attention to a few paragraphs of particular value, especially indicating the relation between the kindergarten and primary work.

"Too many of the children who enter our primary schools at five years of age are subjected to a discipline and curriculum totally unfitted to their years, which results either in blunted sensibilities or in arrested development."

"The correct theory of our educational system should be that the primary and kindergarten are one institution—simply a succession of grades developing naturally. The same spirit should prevail, and to a degree the same methods. As chi dren advance there is a gradual change in the tool used, but the fundamental ideas of all the primar grades are the same—the development of the chil Freedom, both spiritual and physical, for the chil dren should be the aim of every teacher."

"The kindergarten stands for two things abov all else—the community idea and the laborator method. When we speak of continuing the kinde garten work through the grades; we mean kinde garten principles, not kindergarten material, w mean that the sweet joyousness of the kindergarte life, its activity, its interests, its community lif and laboratory method, shall go on."

*Supervisor of Kindergarten and Primary Education, Rochester, N. Y.

We recommend the entire article to th careful perusal of our readers.

PSYCHOLOGICAL BASIS OF THE KINDERGARTEN.

*By Edwin A. Kirkpatrick, State Normal Schoo Fitchburg, Mass.

This topic is stated in a clear, straight forward way. The author attempts to shov the relation of Froebel's conception of edu cation, his psychology of child-study to th present day conception of these subjects He does not always seem to appreciate th influence of the German transcendent phil osophy on Froebel's thought and speech He then passes on to a consideration of th kindergarten principles and practices as h conceives them in the light of Froebelia philosophy and modern psychology com bined. His last words are upon how to im prove the kindergarten. In this he shows rather limited knowledge of what is bein done in the various training schools an even public school kindergartens through out the country. Most kindergartners ar very much in advance of what Mr. Kirk patrick conceives to be the advance guar of the kindergarten movement today.

We append a summary of the article:

1. Ideals of education and theories and prac tices of education are to be judged on a differen basis.
2. Froebel's ideas were good; his theories base on his psychology and his ideas of the laws of de velopment are a mixture of truth and error, an the kindergarten practice based on them is a mix ture of good and bad.
3. The kindergarten program should be change radically in accordance with the latest truths o child development and the results of such change carefully observed, tested, and compared with th results oftypical kindergarten practice that the goo and bad of each may be determined and the bes of each selected.

As a summary it is a failure. There is much more worth in the article itself than can ever be gathered from the summary. Mr. Kirkpatrick is conscientious and earnest in his attitude toward the kindergarten.

The third article in the year book is by

Madam Maria Kraus-Boelte.* It is hardly necessary to say that no better selection could have been made with the exception possibly of Miss Blow to set forth the former interpretation of the Froebelian kindergarten principles. What the Kindergarten Magazine and the reviewer thinks of Madam Kraus may be found in an appreciation which was published during the past year. As far as the article in the year book is concerned it is the most adequate summary of what people have long considered the real meaning of Froebel's philosophy and practice.

Madam Kraus has some excellent paragraphs in her long article. Her conception of the child is expressed as follows:

"The child is the product—the result—of the generations which have preceded him; he is the visible link which connects the past with the future; and he bears within himself the consequences of all that has gone before him. In him are the germs which may be developed for good or for evil. The main aim is to try to develop what is good, and subdue what is evil."

Referring to the gifts and their use she has this clear statement:

"Froebel gives experience instead of instruction; he puts action in place of abstract learning. His kindergarten gifts are nothing but the working-out of his theory. The ball of the first gift is the primitive form from whence issue all the others. This gift consists of six worsted balls, each ball having one color of the rainbow, and represents the elements for intuition; form, color, motion, direction, material — all gained through playful exercise."

The presentation of the occupations and their uses from the traditional standpoint is clear and to the point. If the article served no other purpose it would be a splendid summary of the traditional occupation material and method, so long in use in the kindergarten. One is not sure, or rather is quite sure by the time the summary is concluded that the occupations might begin better where Froebel left off, in the eleventh occupation, which she states as modeling in clay. The following paragraph shows the value Madam Kraus placed on the traditional occupations:

"Nothing can take the place of gifts or occupations. Nature material may at times prove a greater incentive to expression than the gifts, though it cannot suplant them. Nature material has its own value, being used advantageously to enrich and to expand the kindergarten materials as seasons or occasions may offer. To leave out but one or another of the gifts or occupations from the plan would create a gap in the logical process which makes it all so valuable and important."

*Principal for Kraus Seminary for Kindergartens, New York City.

For the benefit of those who have not the year book we are giving the entire summary as Madam Kraus presents it in this article. We are glad that we are able to present to our readers this authoritive statement of what a great kindergartner trainer conceives to be the principles of the Froebelian kindergarten.

SUMMARY.

To assist natural development toward its destination, education is to begin with the child's birth.

As the beginning holds the entire after-development, so the early education is of most importance.

The physical and spiritual development are closely connected.

The physical organs are the first of perceptible development; and these are the instruments for the spiritual development. Early education, therefore, deals directly with the bodily development, by which the spiritual development is influenced through exercises of the senses.

Nature has indicated the right way to proceed in the exercise of the senses, in the utterances of the child's instincts; and the natural basis of education can only be found through these. Not only physical, but also spiritual wants are expressed by the child's instincts; and both have to be satisfied. The development of the limbs by means of movements stand in the first place. Play is the natural form for the first exercises of the organs; hence play with the limbs is necessarily connected with the simplest spiritual cultivation. The child's soul can be awakened early in life only by physical impressions; and these should be regulated, and not left to chance.

Froebel's play-exercises are intended so to regulate the natural and instinctive activity of the limbs and senses that the purpose which nature intended may be attained. The child thus gradually awakening, his instinctive activity will gradually become conscious action, which, as further development takes place, becomes productive action or work.

The hand—the important limb as regards all active work—has to be called into play and development from the first. And Froebel has many hand-games and finger-plays by means of which are associated the most elementary facts and observations from nature and human life.

In all organisms all later development results from the earliest; as all that is greatest and highest springs from the smallest and lowest beginnings, so education must endeavor to emulate this unbroken continuity of natural development. And Froebel supplies the means for bringing about this result in a simple system of gymnastic games for the exercise of limbs and senses, which contain the germs of all later instruction and thought; for physical and sensuous perceptions are the points of departure of all knowledge whatever.

Froebel discovered a true and natural basis for infant education, and in his Mother-Play and Cossetting Songs he shows how the education is to be carried out and made the foundation of all future development. And if the full benefit is to be derived from the kindergarten, then it is essential that the educational principles and methods of Froebel should be carried out from the child's birth, as indicated in the Mother-Play and Cossetting song book.

The starting point should therefore be the training of mothers and all who have the management of young children. They should know how to apply Froebel's first principles of education. This is of immense importance. Woman's true development in all classes will best be accomplished by training

them for their educational calling, for nature has pre-eminently endowed them for this work.

The multiplicity and variety of the kindergarten materials as now manufactured have, so to speak, corrupted the simplicity of what Froebel intended; for his idea was to use elementary forms exclusively, and simple materials, and as much as possible of these being prepared by the children themselves.

Children under seven years of age are very much alike in all countries and ages.

The heights and depths of the moral and religious nature of children will open more and more on mankind, and on the educator's deeper and clearer views of Froebel's moral idea, as progress is made in moral refinement.

Froebel took the ground that the mother should be the educator of the child until seven years old; but observation told him that no mother had the leisure and strength to do for her child all that needed to be done in these first seven years without assistants and in the narrow precinct of a single family; for the social and moral nature after the child is three years old requires a larger company of equals.

The kindergartner has always to be guided by the abilities and fitness of the child; and should bear in mind that she lays the foundation for the elements of the branches taught in school. The kindergarten does just what neither home nor school can do for the child.

Although there is a multiplicity of play-gifts and occupations, Froebel limits them with the little child at first to only few forms, small numbers, and simple colors. As in nature and in art, all forms can be led back to a few fundamental forms.

Froebel's gifts and occupations of the kindergarten form only a part of the educational means. Language, songs, stories, pictures, conversation, garden-work, the care of plants and animals—all are intended to train and influence the child. Example does much for the child. The spirit reigning elevates work and play to educational means; for the kindergarten is not meant for a pastime merely.

With the completion of right action today, the succeeding day has been already prepared. If today by a little effort the child progresses, his courage is growing to make a better effort tomorrow. Thus the beginning is made by the child toward becoming later a useful man or woman who will give all for the good of mankind.

Miss Patty Hill* was assigned the task of outlining some conservative and progresssive phase's of kindergarten education. It is needless to say that the work has been done conscientiously and with a full grasp of the situation. Miss Hill has evidently tried to give a fair statement of the case, and has incidentally done a great deal toward crystalizing certain vital aspects of the controversy. These outlines point for discussion as follows:

I. Conditions and causes which gave rise to the reactionary movement.
II. The present status of the two movements.
III. The fundamental theoretical points at issue.
IV. The points of difference in practice between the conservative and reactionary movements.
V. The present and future needs of the kindergarten.

There is little that is new in the discussion of the first topic. Its purpose is largel to give the historical setting of the subject It is history repeating itself in kindergarte just as it has manifested itself in matters o religion, art, science, etc., when there aros any difference of opinion from that whicl was in actual possession at the time. Th second topic afforded litle scope to th writer. It is merely the question of the present status of the two movements in the kindergarten today.

When Miss Hill comes to the discussio of the principles underlining the points a issue she gives this splendid summary an topic of which might be made fruitful fo research and careful scientific experiment.

1. The relation of instincts and impulses to th higher capacities and powers.
2. The relation of desire to effort, or interest t will.
3. The relation of sense-perception to imagination and expression.
.4 The relation of imitation to originality an invention.
5. The relation of sense-perception and experience to the formation of the concept.
6. The dawn and evolution of analytical powers
7. The dawn and evolution of the ability for abstract thinking.
8. The dawn and evolution of the esthetic sense
9. The psychological resemblances and differences between work and play.
10. The relation of activity to knowledge, or expression in relation to the rise and formation of th image and idea.

In matters of actual practice Miss Hil places the points of difference as follows:

(a) Programs.
(b) Gifts.
(c) Occupations.
(d) Art.
(e) Plays and games.
(f) Literature.
(g) Music.

No woman could have had the long experience in the kindergarten field, and possess the great intelligence and earnestnes of Miss Hill and not be impressed with th importance of modifying to a very great extent the traditional treatment of the kinder garten program. We recommend this sec tion to the careful perusal of our readers We shall have more to say about the pro gram when we come to another article i the yearbook.

The discussion of the gifts furnishes Mis Hill with opportunity for contrasting th practices of the so-called conservatives an radicals. The use of the gifts as Miss Hil conceives them are as follows:

The radicals value Froebel's gifts because the offer opportunities for—
(1) Play.

*Kindergarten Training Department Teachers' College, Columbia University, New York.

(2) Free investigation and experimentation.
(3) The development of the constructive instinct.
(4) Expression and representation, and do not emphasize, save in the most incidental way, the use of the gifts as—
(1) A means of bringing to consciousness the geometric or symbolic qualities and relationships inherent in the gifts themselves;
(2) As a means of helping children to form the habit of classifying all the objects in their environment under some type form, color or activity;
(3) As a means of abstracting from their natural setting the qualities of form, number, color, motion, direction, and position, which naturally come to consciousness at a later stage, and then through first-hand contact with the natural objects in which they inhere.

Miss Hill makes a plea for the proper interpretation of the term occupation, so that the word might embrace activities common to both kindergarten and primary.

"If the activities which the kindergarten and primary school hold in common could be designated by similar terms, it might serve to bring to the consciousness of both the kindergartner and primary teacher the unnecessary break between these two grades of education. The kindergarten refers to handwork or industrial activity as "occupations" —a term which frequently passes out of use in the industrial activities of the grades."

On the question of art, music, play and games in the kindergarten Miss Hill is under the impression that the conservatists and the radicals are approaching one another very rapidly, and that the position taken by the latter is the one toward which the traditional school is rapidly tending.

It is, however, in the last part of the article that the writer gives us the best that she has on the subject. Her first recommendation is the bringing of the kindergarten into closer relation with the larger and more fruitful field of general education. The second, the working and co-operation with men, who have, as is so often the case, through their own fault, and because of a lack of ready intuition (the common instinct of all well-developed women) held themselves aloof from that part of the child's training, which they conceived to be the attitude and onerous aftermath of maturity.

Miss Hill is under the impression that men can assist in a number of ways. First, by a careful study of Froebel's theory and practice on the part of professors of education. Second, a recognition of the kindergarten as an integral part of the school system by superintendents, many of whom have not yet had any light on this great truth.

The third suggestion presenting the future needs of the kindergarten is that every kindergarten teacher should study primary methods, and that every primary teacher should know the general principles and practices of the kindergarten. To the writer this seems to be the most vital part of the entire paper. If it were carried out in normal schools and training schools there would result a much better feeling and a more efficient work on the part of both kindergarten and primary teachers.

Miss Hill has done much as we said earlier in referring to her article to place the issues fairly and fully before the students of education today. Let us hope that they will result in no little advantage to the benefit of the child for whom we are all striving to the utmost.

The Evolution of the Kindergarten Program.

This topic is probably the most important in the entire book. It is fortunate that it was assigned to Miss Mills,* inasmuch as she has been giving her best thought to the study and discussion of the kindergarten program during the past year in the Kindergarten Magazine. It is hard to make selections from the article without losing a great deal of the necessary setting of the topic. We recommend the entire article to the very careful study of every kindergartner who is interested in the question of the kindergarten program. Miss Mills states the problem in the following paragraphs:

In the evolution of the kindergarten program—the movement of which can be traced from Friedrich Froebel, the founder of the kindergarten, to the present time—at least three conceptions of the subject are represented.

In the first conception may be seen an apotheosis of childhood. It accepts Froebel's major premise —that each human being in its unitary life is a child of Nature, a child of Man, a child of God. Only through self-activity can this threefold nature be revealed or realized; hence, the emphasis upon the child as the spiritually determining factor in the program. The relationships to nature and to man are co-ordinate factors the first of which demands a quantitative and qualitative key to unlock its mysteries—which is furnished by the gifts and occupations—while the second emphasizes human relationships through the experience content of daily life.

The second conception of the program accepts type aspects of experience as its determining factor. It regards the child as the bearer of a life in which are blended characteristics that are distinctly natural, human, and divine. It seems to regard the child as a concentration and conservation center; and seeks, through the selection and arrangement of subject-matter, to engraft upon the native stock of child-life, the scions of whatever is most "gen-

*Harietta Melissa Mills, Head Department Kindergarten Education, New York Froebel Normal.

eric, historic, and characteristically human," making use of the gifts, occupations, and subject-matter in conformity to the fivefold aspects of human experience that represent the sciences and humanities.

The third conception of the program regards the child as its determining factor, not as an individual independent of experience—since in his corporate life he is a bearer of all experience—but as having a life endowed with "experience fulfilling" capacities. These endowments, through processes of realizations, reveal his heirship and indebtedness to a natural, human, and spiritual inheritance, and at the same time vindicate his right to be called an individual, a person. This conception of the child as the center involves the presence in the program of the elements which give validity to his "experience fulfilling" capacities which are none other than the experiences of the life that now is and the experiences of race life. These experiences are the dual aspects of the subject-matter of the program, which, together with educative materials, are the means through which, in adjustment and adaptative processes, are realized both the individual and racial aims.

In the threefold movement that has developed the program as related to the kindergarten, we may discern a general position, or thesis, which regards child-life as the determining factor in the first; the antithesis of this position in the second—which regards subject-matter as the determining factor; while the third, regarding both as necessary factors, attempts to synthesize them into an organic whole.

Lack of space compels us to pass over many excellent passages in the development of the first and second conception of the Kindergarten Program as just stated. It is when Miss Mills comes to the third conception of the program that we find her at her best. The influence of immediate attack, with the most recent aspects of general education, theory and practice, is manifested in the firm yet tolerant touch with which she treats this topic. Under the two-fold heading of the psychological and sociological basis of education she relates the Kindergarten Program to the general field of education and leads up to a humanitarian conception which is larger than the individual alone, or than any social need or activity alone. This particular aspect of the question enables Miss Mills to formulate principles of general application in regard to method, and its determination, and particularly what she conceives will be an ideal manner of realizing this humanitarian conception of education. The writer in common with many others is of the opinion that this article is not the last which Miss Mills shall contribute to the permanent advance of the kindergarten education. It is rather an indication of what we may expect along these lines of theory and practice, from one who is looking out and interpreting the kindergarten in sane and helpful principles of teaching. The following paragraphs sum up the article better than any words of the writer could do:

Humanization of the child as a factor in the humanization of mankind cannot take place without increasing recognition of man's dependence upon the past with its achievements, which gives validity to faith; without the realization of a present replete with opportunities for loving service; without the allurement of a future that is radiant with hope.

Such are the ideas and ideals of the third, and latest, conception of the kindergarten program. Those who are working consciously under its guidance believe it to be in accord with the best that modern philosophy and psychology have to offer to the teacher. They also believe that it is in accord with the principles of the Froebelian philosophy.

Such, then, are the three conceptions of the kindergarten program. They cannot be considered as isolated entities, but, rather, as factors in one movement that makes for the establishment of the kindergarten as a universally necessary department of purposeful education. No one claims to fully understand the meaning or significance of childhood; and when, in the progress of evolution, we pass to a higher conception of the program, led by clearer insights into the nature and needs of the child, and by deeper philosophic and psychological insights, we may still follow Froebel, since to be truly Froebelian is to follow the spirit of his life-work, rather than the letter of his imperfect system.

The final article in the year book is an historical one by Miss Vanderwalker.* The readers of the Kindergarten Magazine know the views of Miss Vandewalker, inasmuch as they have appeared therein very recently in her paper given at the I. K. U. in 1907. Miss Vandewalker has clear thought, fearless expression, and the courage of her convictions in practice. Her article sets forth in a clear, positive manner what the kindergarten has done specifically for the primary school as illustrated in the elementary methods of teaching today. Some of the characteristic aspects of the kindergarten influence on primary education are worked out in proper detail, by reference to the place art, songs and games and nature-study, incontrovertibly that this movement has been from the kindergarten up to the elementary school, and is still bearing its fruit. Like Miss Hill she deals with the two schools represented in the kindergarten, but with a bolder and surer hand traces the influence and place the modified kindergarten is having today, and is bound to have ever more in our national education. Miss Vandewalker is not in the least in doubt as to what the present problems and present status are. Her conclusion sets forth her views in no uncertain manner, and we leave it to the reader to see therein the summary

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School Transfer, Bertrand School, Lafayette Parish, La. (Old and New Building.)

School Transfer, Lafayette, La.

of Miss Vanderwalker's paper on the historical aspect of kindergarten education in the United States today.

CONCLUSION.

The kindergarten has thus exerted a most vital influence upon American education; but the transformation of the school that it is capable of effecting has hardly more than begun. The list of cities in which the kindergarten has been adopted is a creditable one, but it is small compared with the list of those in which such adoption has not yet been effected. The schools in which the doctrines of Froebel are applied are doubtless increasing, but those that give no evidence of having been influenced by those doctrines are still too numerous. The educational movements of the present are all in accord with, or the result of Froebelian doctrines. As the new movements are more fully comprehended, the logic of events points to a great extension of kindergarten influence in the near future. The furthering of that influence should be the aim of all who have the highest interests of American education at heart.

The National Society for the Scientific Study of Education has done a great work for education in taking the topic of the kindergarten as a subject of scientific treatment for the year 1907. There are still further problems of the relation of the kindergarten to the primary that need equally lucid and fearless treatment. We trust that these topics will come up shortly for a similar discussion.

Kindergartners throughout the world and every one interested in education up to the university president owes a debt of gratitude to the contributors to the Sixth Year Book in their treatment of the kindergarten and its relation to education.

SOUTHERN EDUCATIONAL ASSOCIATION IN CONVENTION.

The kindergartners of the country are thinking a good deal about New Orleans at this time since the International Kindergarten Union is so soon to meet there and naturally the educational problems of the South and the great educational advances being made throughout that section should be matters of great interest. We therefore give more than the usual number of pages to a report of the Southern Educational Association, which has just held a successful meeting in Lexington, Ky., December 26-28. We learn that:

The Southern Educational Association is composed of teachers and friends of the cause who live in the Southern States. The organization was effected nineteen years ago by a number of college presidents, instructors, superintendents and teachers of city and county schools, and was designed primarily for "the promotion of the interests of popular education in the Southern States by elevating the teaching profession and securing to all the children the benefits of an efficient public school.

The association held its first session at Mon gomery, Ala., July, 1890. Since that time annua sessions have been held with the exception of th year 1897, when the meeting which was to hav been held in New Orleans was declared off on ac count of the yellow fever epidemic prevailing i the city at that time. Last year's meeting was hel in Montgomery during the Christmas holidays.

The associated organizations, the Draw ing and Manual Training Association, De partment of Superintendence, Normal De partment, Department of Libraries, Depart ment of Industrial and Manual Arts and th Department of Child Study met at the sam time.

The officers are the following:

President, R. J. Tighe, Superintenden City Schools, Asheville, N. C.

First Vice-President, E. B. Craighead President Tulane University, New Orleans La.

Second Vice-President, C. F. Floyd, Su perintendent City Schools, Montgomery Ala.

Third Vice-President, J. Y. Joyner, Su perintendent Public Instruction, Raleigh N. C.

Secretary, J. B. Cunningham, Principa City High School, Birmingham, Ala.

Treasurer, E. P. Burns, Member Boar of Education, Atlanta, Ga.

President Tighe's address gave proofs o the marked increase of interest in educa tional matters throughout the South in re cent years. This is shown by the growt of the school funds and by the character o the attendance of those of school age. Bu there is much to be done still in arousing public opinion to a realization of the im portance of popular education. He said:

"That much of this irregularity is due to indif ference, and in many cases to greed on the part o parents who put their children to work while the are yet of tender age, we are all aware. And wha is the remedy? I believe that thirty-six States o the Union and all of the leading countries of Europ have found that there is but one safeguard for th child under such conditions, and that is compulsor attendance. The idea of compulsion is and alway has been repugnant to the American, and especiall to the Southern man, but I verily believe that w shall never be able to shift from our shoulders thi great burden of illiteracy until we see that ever child has a 'square deal' in the chance for an edu cation."

The increase in the number of norma schools indicates the growing demand fo efficiency in the teaching force. There ar nearly eight times as many institutions offering normal training to teachers now a there were twenty years ago. But there i still a great need of better teachers in the

ural districts and therefore President Tighe urges, with many other advanced leaders, the establishment of rural high schools.

President Tighe dwelt upon the problems of school attendance, illiteracy, school finance, better salaries of teachers, etc., as among those which should be early considered by the people of the South, and he also paid tribute to the good work done by the Co-operative Education Commission, organized in Richmond, Va., the Mississippi School Improvement Association, the Federation of Women's Clubs in the different States, and similar associations of public spirited citizens, both men and women, who do so much to "carry the needs of the child into every home and to educate the parents along the line of their duty to their offspring."

Speaking of the ever-present negro problem he said amongst other things:

"Sectional division of sentiment must give place to a national unanimity of sentiment, and this unanimity must be so just, so true to all the actualities, so appreciative of all qualities of worth and so kindly toward all infirmities of constitution and environment, as to command the assent of the negro himself and the approval of mankind."

President Tighe had some good words also to say regarding the necessity of industrial training in the schools.

Miss Elizabeth M. Getz, President of the Southern Drawing Teachers' Association, described the origin of the association at the Summer School of the South a year ago last July and stated as one great need of the organization "one active member to assume leadership in each state."

"It will be the duty of such leaders to know who are the specialists in the State and to endeavor to secure their co-operation in this movement. If every supervisor of drawing and manual training will co-operate with the State leader and with the town, county and State superintendents much can be accomplished. We do not intend to take it for granted that our help is always needed or wanted, but we will hold ourselves in readiness to render assistance whenever and wherever it is desired.

"The State leaders with the officers of the association are to constitute an executive board and are to work together for the interests of our special branches in all the States."

President Roark of the Eastern Kentucky Normal School at Richmond, spoke on the Modern Tendencies in Education," finding the strongest tendency today "is to think for ourselves." "We are not methodizing as formerly, but are now discussing rather the principles of organization."

Superintendent Cassidy in his talk deplored the apparent indifference of the college professors in Lexington to the Association.

Miss Frances Nimmo Greene of Montgomery, Ala., read an able paper calling for State support for library extension. Her report covered the library conditions in most of the States of the Union and the attitude of the various States toward library extension. She urged that the Kentucky legislature be induced to appropriate $5,000 for library extension.

The most important work done at this convention is perhaps the formulation of an acceptance of the report of the Committee on resolutions. We give a few extracts from this notable report:

First—All children, regardless of race, creed, sex, or the social station or economic condition of their parents, have equal right to, and should have equal opportunity for, such education as will develop to the fullest degree all that is best in their individual natures, and fit them for the duties of life and citizenship in the age and community in which they live.

Second—To secure this right and provide this opportunity to all children is the first and highest duty of the modern Democratic State and the highest economic wisdom of an industrial age and community. Without universal education of the best and highest type there can be no real democracy, either political or social; nor can agriculture, manufactures or commerce ever attain their fullest development.

Third—Education in all grades and in all legitimate directions, being for the public good, the public should bear the burden of it. The most just taxes levied by the State, or with the authority of the State, by any smaller political division, are those levied for the support of education. No public expenditures can possibly produce greater returns and none should be more liberal.

Fourth—Education must always be adapted to the individual need of the child and to the demands of the age and community, and there is constant need for revision of courses of study and methods of teaching to meet these needs and demands.

Fifth—Believing the fundamental principles of the Davis bill, introduced at the last session of the United States Congress, and providing for an appropriation from the National Treasury for the encouragement of industrial and agricultural education to be correct, the association would urge all Representatives of the Southern States in the National Congress to give their votes and use their influence for the passage of some similar bill during the present session of Congress.

Most hopeful, perhaps, is the wise, far-reaching, eminently just and clear-sighted set of resolutions referring to negro education, which we give in full, although not prepared to fully endorse all of section nine.

NEGRO EDUCATION.

First—We endorse the accepted policy of the States of the South in providing educational facilities for the youth of the negro race, believing that whatever the ultimate solution of this grievous problem may be, education must be an important factor in that solution.

Second—We believe that the education of the negro in the elementary branches of education should be made thorough, and should include specific instruction in hygiene and home sanitation for the better protection of both races.

Third—We believe that in the secondary education of negro youth emphasis should be placed upon agriculture and industrial occupations, including nurse training, domestic science and home economics.

Fourth—We believe that for practical, economical and psychological reasons, negro teachers should be provided for negro schools.

Fifth—We advise instruction in normal schools and normal institutes by white teachers, whenever possible, and closer supervisions of courses of study, and methods of teaching in negro normal schools, by the State Departments of Education.

Sixth—We recommend that in urban and rural schools there should be closer and more thorough supervision, not only by city and county superintendents, but also by directors of music, drawing, manual training and other special topics.

Seventh—We urge upon school authorities everywhere the importance of adequate buildings, comfortable seating, and sanitary school accommodations for negro youth.

Eighth—We deplore the isolation of many negro schools, established through motives of philanthropy, from the life and the sympathies of the communities in which they are located. We recommend the supervision of all such schools by the State, and urge that their work and their methods be adjusted to the civilization in which they exist, in order that the maximum good of the race and of the community may be thereby attained.

Ninth—On account of the economic and psychological differences in the two races, we believe that there should be a difference in courses of study and methods of teaching, and that there should be such an adjustment of school curricula as shall meet the evident needs of negro youth.

Tenth—We insist upon such an equitable distribution of the school funds that all the youth of the negro race shall have at least an opportunity to receive the elementary education provided by the State and in the administration of State laws, and in the execution of this educational policy, we urge patience, toleration and justice.

(Signed) G. R. GLENN,
P. P. CLAXTON,
J. H. PHILLIPS,
C. B. GIBSON,
R. N. ROARK,
J. H. VAN SICKLE,
Committee.

Prof. P. P. Claxton, Knoxville University, Tenn., was chosen for next president, and J. H. Van Sickle, Baltimore, Md., first vice-president, while the local superintendent, M. A. Cassidy, was chosen to be second vice-

It is good to feel that our own kindergarten convention, meeting as it will, in another section of the South, may co-operate in seconding the good work being accomplished by other organizations. These live Southern associations cannot but react favorably on Northern education as well, so interdependent are we fellow-beings.

EDUCATION IN LOUISIANA.

BERTHA JOHNSTON.

Louisiana would appear to be very fort- nate in having as her State Superintende of Public Instruction a man who has hi educational ideals, knows what he wants accomplish and appears to know the mea by which to gain his ends. The annual r- port of Superintendent James B. Aswell interesting reading.

Superintendent Aswell urges the increa in the length of the school term, which 1905 was seven months for the white a for the blacks four and one-half. There w a decrease in the length of the school ter in this year, however, the difference bei invested in better teachers and more ad- quate school houses, as the superintende believes that it is better for the children have a capable teacher and comfortable su- roundings for seven months than to ha a second-grade teacher and unwholeson surroundings for a period of nine months

The mere fact that different statistics a given for the white and the colored chi- dren makes the Northerner realize mo acutely, perhaps, than heretofore how a- ways present is the race problem to o Southern brothers and sisters, but as w recently asked and answered:

> How can advanced and backward peoples live t- gether in the spirit of mutual helpfulness? T working out of that solution it destined to enri the world with a new conception of humanity; wi a higher appreciation of justice, self-maste brotherhood; with a better notion of God. In t complex forces about us there is being sub evolved the true idea of human sympathy, like th of the Good Samaritan. We stand at the acu angle of the far-flung battle line of racial adju- ment. Providence has subjected the South to di racial experience in order that the works of G may be made manifest in a broader view of ma- kind and in a noble exemplification of the cardin virtues of justice and love.*

The salaries of teachers are being steadi raised and as suggested above, the buildin and their equipment are being continual improved.

The State Superintendent has high idea concerning the qualifications of the offic in Louisiana termed the parish superinten- ent. He would have him do less of offi work and spend more time in the field. "T secure such efficient service the salaries these officers have been increased corr- spondingly." Among the duties enumerate by Superintendent Aswell are the followin which we quote, as they will surely be

*Dr. S. C. Mitchell in the Southern Workman.

terest to other supervisors in other states d counties:

"The superintendent should visit the schools, sit the people, hold educational meetings, hold d direct teachers' meetings, look after the genal finances, assist in having voted special school xes, see after the building of school houses, adse the school board about every phase of the hools in the parish, advise with and direct the achers in the general management and special deils of the school-room work, and be the leader, iginator, and promoter of the educational spirit his parish. . . . If superintendents are to pervise the work of these teachers, they should ow at least as much about the details of the work these teachers; and to make effective this supersion, they must come in contact with the work in e workshop of the teacher—the school house and e school district."

The State Superintendent believes that e parish superintendent to accomplish his ds must have the support of the school ard and therefore must be known to the embers thereof as "a man who by educaon, training and experience is eminently alified to advise them in all the details d varied ramifications of school affairs th in the school room and in the commun-y," as so only can he be sure of their condence upon which depends support.

The detailed qualifications of this ideal iperintendent, as further stated by Supertendent Aswell, are certainly high and exting. The continued demand for such canot fail to in time produce the supply.

Superintendent Aswell's annual report ows that he firmly believes in the efficacy f summer schools and institutes as well as tate Teachers' Associations in fostering ducational enthusiasm among teachers and securing better teachers, higher salaries, nger terms and new school houses.

It has been proved in Louisiana that wherever there was employed a trained nd capable teacher there was created at nce a permanent demand for better teachrs in neighboring communities," so conigious is good. He therefore makes a plea r more adequate and efficient facilities for raining teachers as "the supply of teachers hould be seven times the number the State Normal School is now able to graduate nnually."

The State Department of Education of Louisiana makes use of various publications o maintain the interest and arouse the coperation of the people and the teaching orce. Twenty-one such documents have een issued with definite results on every and. These include examination questions f different years, proceedings of the Louisiana State Public School Teachers' Association, Manual for Summer Schools, Arbor Day Program, and plans for school houses which are helpful to those localities which contemplate erecting new school buildings.

A study of this biennial report proves that practical nature study in the form of agriculture for beginners is securing a foothold in the school curriculum. Details of several lessons in the subject are given, which will be suggestive to teachers in any State.

We note that forty-five institutes of one week each were held for white teachers and there were five colored institutes of the same length of time. The conductors of these institutes, it appears, "have the benefits of a week's conference under the guidance and inspiration "of the State Superintendent and other educational leaders. Their later work is thus given definiteness, spirit, purpose, and the ideals and enthusiasm thus awakened is carried by them into the institutes which they conduct and so the happy stream of inspiration touches at last teachers and through them the children and the parents of far distant communities.

STATE INSTITUTIONS OF LOUISIANA.

Among the State Educational Institutions of Louisiana are: The Louisiana State University, located at Baton Rouge, Col. T. D. Boyd, President. Special prominence is given in this institution to agriculture and the mechanic arts. The discipline is military.

The State Normal School, Professor B. C. Caldwell, President, is situated at Natchitoches. The school has a library of 4,000 volumes and receives 100 periodicals, which include a great variety of daily and weekly journals. Five of the seven State buildings are used as dormitories for girls, the young men finding boarding places in the town. The buildings are rendered attractive by beautiful grounds.

The Southwestern Louisiana Industrial Institute is at Lafayette, its President being Dr. E. Stephens. It offers an academic course and one in manual training, agriculture, domestic science, stenography and typewriting, telegraphy, and likewise a commercial course. The academic, manual training, agricultural and domestic science courses are practically the same for the first two years, branching off into special courses at the beginning of the third year.

The State Museum is in New Orleans,

and owes its origin, as have similar institutions in other States, to a World's Fair; in this case to the notable collection of exhibits gotten together by the Louisiana State Commission to the Louisiana Purchase Exposition by virtue of an appropriation of $100,000 by the General Assembly for the proper representation of the State at the fair. At the close of the fair the exhibits were taken almost in their entirety to New Orleans and there placed on exhibition at the Washington Artillery Hall, where they have been kept open to the public ever since. The main object of this exhibition is to arouse interest of distant visitors, homeseekers, investors and merchants in the resources of the State.

The Louisiana Industrial Institute is at Ruston, under the presidency of Professor W. E. Taylor. It embraces a five years' course and its purpose is to train white boys and girls for the practical industries of life. The industrial courses include a general business course, a mechanical course, one in domestic science, one in industrial art, and one in laundry work, which includes laundry construction and operation.

The Louisiana Institute for the Blind at Baton Rouge, the superintendent being Profesor W. W. Bynum. There are good literary courses besides an excellent music course head, President, is at Baton Rouge and as tuning department. The boys and girls are taught useful trades, the training given girls fitting them to sew, both with hand and with machine, and they are trained to make their beds and occasionally to do a little housework. Physical culture and dancing afford training in grace and ease of motion.

The Louisiana Institute for the Deaf and Dumb, Dr. T. S. Walker, President, is also located at Baton Rouge. The rudiments of various trades are taught boys and girls. Gymnastic and calesthenic exercises are given, and a literary and debating society gives scope for active mental exercise. The children are carefully classified according to the degree of their deafness. Although board and tuition are both entirely free the institute is in no sense a hospital or asylum.

The Tulane University, Dr. E. B. Craigehad, President, is at Baton Rouge and as now constituted "is the result of a contract entered into in 1884 by the State of Louisiana and the Board of Administrators of the Tulane Educational Fund," which placed the existing university of the State und the perpetual care of the Tulane Admini trators. There are the usual colleges arts and sciences, technology, medicine an law, with also the H. Sophie College appa ently the college for women, which offe opportunity leading to the B. A. degree.

The chemical and sugar engineerin courses of this college appeared to be a ranged with special reference to equippin young men to best utilize the natural re sources of the State.

Southern University, Professor H. A Hill, President, is located in Louisiana, it purpose being in accordance with the Cor stitution of Louisiana to "establish in th city of New Orleans a university for th education of persons of color." It grant all degrees appertaining to letters and ar known to universities and colleges in Eur ope and America. There are now also de partments of law and medicine.

The State Superintendent's report close with the printing of three questions sent t the parish superintendents and their an swers to the same as to the condition of edu cational affairs in their immediate counties The questions were as follows:

1. The greatest single difficulty in the way o greater progress in your school work?
2. The one piece of work or single effort tha has accomplished the most for the school interest of your parish during the year 1905?
3. The most hopeful sign of educational prog ress in your parish?

The replies are sufficiently alike and suf ficiently varied to give the superintenden valuable data for further procedure.

There appears to be among all an appre ciation of the importance of the efficien teacher. Several advocate warmly the con solidation of the rural schools, involving the transportation of the children to the schools and there are other practical suggestions.

THE KINDERGARTEN IN LOUISVILE, KY.

On another page of the Kindergarten-Primary Magazine will be found a digest o the important paper contributed by Miss Patty Smith Hill to the Sixth Year Book of the Society for the Scientific Study o Education.

Miss Hill is now located in New York City as one of the faculty of Teachers' College, but for many years has been associated in the minds of her friends with the kindergarten training school of the Louisville Free Kindergarten Association, with

which she was connected for nineteen years, first as student then as principal and superintendent of the training class.

A brief glance at the history of this leading training school of the Southern section of our country will not come amiss at the present time, when the attention of kindergartners is turned toward the South.

Mrs. J. R. Clark was the first president of the Louisville Free Kindergarten Association, and from her first report in June, 1888, we learn that the first kindergarten opened in connection with the Industrial School of the Holcombe Mission on East Jefferson street. The special desire was to reach any little children who attended the mission, although too young to sew. The board of directors finally said to the managers of the school, "open your kindergarten if you think you can meet the expense." Material was donated and twenty-four little ones met each Saturday morning in charge of Miss Mary L. Graham. Interest increased and in February, 1887, funds were contributed to open a daily kindergarten with a qualified trained teacher. By September the work had grown still more and the next step in advance was the formation of a training class of six, with Miss Anna E. Bryan as teacher.

The association was incorporated in the fall.

In 1893 Miss Bryan resigned, and for many years conducted a successful training school in Chicago.

At her recommendation Miss Hill was chosen as her successor, and for thirteen years she continued and enlarged the good work.

A notable step in the direction of progress was the organization in September, 1899, of a normal class to train colored kindergartners. This was largely due to the enthusiasm and inspiration of Mrs. Andrew Cowan and a board from the Northern Presbyterian churches of the city, co-operation with a board of the most progressive colored people of the city. The students did good work and there are today six colored kindergartners in the public schools. The first year a class of six students was graduated and in the present year they numbered twelve.

In March, 1903, the kindergarten received public recognition in that the Board of Education of the city took charge of seven of the free kindergartens (which had thus far been supported by public subscription), and in addition to this opened two kindergartens in public school buildings. There are now twenty-three kindergartens maintained by the Board of Education, the work being supervised by the Superintendent of the Louisville Free Kindergarten Association, which supervises also four other kindergartens supported by philanthropy.

The present president of the association is Mrs. T. F. Trabue.

Miss Hill's strong personality, her capacity for leadership and organization, her clear insight, and balanced judgment have not been local in their influence, but, wherever she has spoken or lectured she has stimulated thought, discussion and life, and she now carries these qualities of leadership into her work at Columbia.

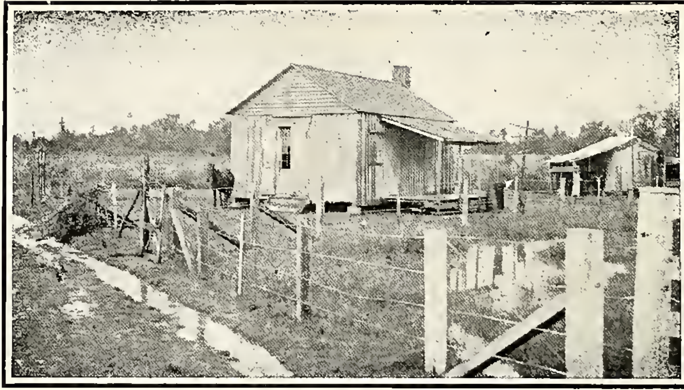
Meanwhile the work at the Louisville Training School continues under a strong faculty with Miss Hill's sister, Mary Downing Hill, as supervisor and training teacher.

The following statement of the good and constructive work being done in Louisville, with the co-operation of the intelligent colored people of the community will prove of genuine interest to all kindergartners regardless of the section from which they hail. It is composed of extracts from the secretary's* report of the Louisville Colored Kindergarten Association, June, 1907. This association is a branch of the Louisville Free Kindergarten Association.

"The Woman's Improvement Club, seeing the necessity for trained kindergartners, called a mass meeting in 1897 to consider opening a kindergarten training class for our colored girls.

This meeting proved successful, a number of members being enrolled with annual dues of one dollar. After some time had elapsed, however, only seventy-five dollars had been collected, so a committee was appointed to confer with a committee from the Louisville Free Kindergarten Association. The latter kindly agreed to take any of our students in our prospective class into their colored kindergarten, which they had conducted for a number of years in the Knox Colored Presbyterian Church. The requirements for entrance to our class were a high school diploma or its equivalent and a good moral character, the tuition being $2.50 a month. Our association made up the deficit in running expenses. The faculty was composed of Misses Patty S. Hill, Finie M. Burton and Annette Ingalls. The class numbered six at the end of their two years' course.

*G. A. Ungent is the secretary.



Anse St. Clair Public School, Building, St. Martin Parish, in 1904

In 1899, the Woman's Improvement Club opened a kindergarten in the east end. Through the kindness of the superintendent and the school board, our two colored kindergartens were given rooms in public school buildings free of all charges.

By the opening of the next session the women of Louisville had so interested the proper officials that they added the kindergartens to the public school system.

One of our graduates found employment in Alabama, others in Georgia, Indiana, and South Dakota.

Seein~ all our graduates were employed, after two years we opened a second training class, seven of whom received diplomas. Having a supply of teachers we began to ask for more kindergartens and were successful in having one more opened, and on account of the numbers in these kindergartens each was given a paid assistant. The call for our teachers continued, and one went to Cincinnati to take charge of a public school kindergarten last January.

In March, 1907, a third class was organized with nine members and we hope they will continue with credit to themselves, the association and their teachers, who are members of the faculty of the Louisville Free Kindergarten Association.

We are proud of the work of the Louisville Association and the women who made it possible for our colored girls to receive this training, and too much credit cannot be given them for their untiring efforts to assist us in the cause of our little colored children.

Anse St. Clair Public School, St. Martin Parish, La., 1905

Digest of Foreign Periodicals.

L. MUENCH, Ph. D.

GERMANY.

Several ordonnances lately published in the official "Zentral-Blatt for the Public Schools of the Kingdom of Prussia" tend to show the earnest desire of the new minister of education to promote the interests of especially the country schools by wise and timely regulations. One of the latest edicts confers upon village school boards the power of protecting the vicinity of school houses against the maintenance or creation of all nuisances, unsightly buildings or disturbing pursuits within a prescribed distance from the school building, and also empower the same authorities to acquire a sufficiently large plot of ground, commensurate to the number of school children, wherever such has not yet been provided for. This and other ordinances of a similar character plainly evince the conviction of the Prussian government that the village schools should experience a pronounced improvement in their equipment, to correspond both with the demand of the age and with the excellent mode of instruction which already obtains in them.

Aside from a very copious publication of prizes for competitive essays on the most various subjects the "Paedagogische Archiv," edited by Prof. D. L. Freltag in Brunswick, contains two highly interesting articles, one by Dr. Richard Faust, entitled "Orlon," the other by Dr. H. Schmid King, superscribed: "The Town as School." While the former represents a most excellent research of a more or less theological character the latter appeals to us as a most practical presentation of the educational opportunities which a town or city infolds in the various pursuits of its Inhabitants, its factories, its institutions, its architecture and its history—opportunities which need only the educator's skillful treatment, in order to be utilized for educational purposes.

"Die Blaetter fuer das Gymnasial-Schulwesen," edited by Dr. Johann Melber (Munich), contains quite a number of excellent articles, among which we may enumerate as also applicable in this country: "Parental Co-operation with the School," by Dr. R. Weber; "Shelley and Tennyson in Their Relation to the Antique," by Dr. M. Voigt. The first-named article forcibly points out the many advantages that would result from a well-regulated co-operation of parents and teacher, but also candidly states the unpleasant and harmful consequences that would eminate from inconsiderate license on either part.

"Lehrproben und Lehrgaenge," published by Prof. Dr. W. Fries and R. Mengo at Hallears, contains a great number of practical articles for the instruction in languages and mathematics at German gymnasiums, from which articles we mainly glean the fact, that undoubtedly these institutions are just now facing the problems of organizing elective courses instead of the present compulsory system of studies. It would seem to us that the sooner this crisis is ended, the better it will be for the development of a progressive mode of classical education.

An exceedingly rich material of a psychological and pathological character is presented to us in the "Zeitschrift fuer Experimentalle Paedagogik," published by Prof. E. Meumann of the University of Muenster, which magazine deservedly ranks as a cosmopolitan vehicle of the best and maturest thoughts of the greatest savants of all countries. So we find also in this number essays from the pens of learned psychologists in Germany, Russia, Hungary and America. We notice especially a very interesting article from the pen of Dr. Henry Herbert Goddard, Professor of Psychology and Pedagogy in the State Normal School, West Chester, Pa. Said article, superscribed "The Ideals of Children," discusses several important questions referring to the child's psychological development in a most exhaustive and thorough manner and emphasizes especially the ethnological importance of the pedagogical development of children's ideals. We heartily commend the perusal of the ingenious article to all interested in the education of the young.

A worthy competitor in the same field is the "Zeitschrift fuer Paedagogische Psychologic, Pathologic und Hygiene," edited by Ferdinand Kemsics and Leo Hirschlatt. While every one of its many articles deserves the educator's earnest attention, there is, however, one that would seem to claim an extraordinary consideration on the part of the American kindergartner, an essay by Miss Hanna Meeke, teacher at the Ev. Froebel Seminary in Cassel, on "Froebel Pedagogy and Children's Scrutiny." The cosmopolitan and universal value of Froebel's creation, its illimitability and expansiveness through all human pursuits, its adaptability to all conditions of men, has never been so strikingly and eloquently demonstrated as in this article which we therefore most earnestly commend to the perusal of all engaged in the great work.

FRANCE.

"The Revue Internationale de l'Enseignement," Francois Piernot editor, contains, besides many minor articles, seven very interesting essays, viz.: 1. The opening conferences of the faculty of letters at the University of Paris; 2. The College Eotos at Buda Pest (Hungary). 3. The Forest School of Charlottburg (Baton). 4. The question about Greek and Latin In American colleges. 5. The German School in Prussian Poland. 6. Moral Education in England. 7. Comments on the distribution of prizes in French Schools. We have no hesitation in saying that everyone of the articles will be found highly instructive and useful.

In the journal bearing the title "L'Enseignement Secondaire" we note especially these articles, that might be found valuable to American teachers, viz.: School Hygiene, by Louis Bruyere; a Protest against the Indirect Complement, by Ph. Magnet; and 3, A Reform of the Elective Courses in Colleges.

As a conclusive proof to the fact that English is now studied very extensively in France, an article in the "Revue de l'Enseignement des Langues Vivantes" will serve, which written by Prof. Wuller Thomas of the University of Lyons, treats in the English vernacular an "Opening Lesson in the Course of English Literature" in a masterly way. The same magazine contains two other admirable essays, one by Prof. Schmitt, entitled "Appearance and Disappearance"; the other, by Bernhard Euphem, on "Goethe's Garden." There can be no doubt the French have learned a great deal!

BOOK NOTES.

"About Sun, Rain, Snow and Wind and Other Good Friends," by Sophia Reinheimer, with illustrations by Adolf Ainberg, such is the title of a beautiful little book sent to us through the kindness of its publishing house, "Die Hilfe," at Berlin-Schoeneberg. Rarely, if ever, it has been our good fortune to meet with as genial, as unpretentious and still highly meritorious literary production as this charming work, which in our humble estimation, may well deserve to rank equal with the best efforts of a Stieler, a Hans Andersen, and a Jacob Grimm. The fifteen stories which it contains constitute as many poetic pictures entirely congenial to the childlike mind, woven and spun in the simplest, yet most heartfelt language from the commonest, yet most etheral materials, such as the title of the book truthfully indicates. Not one single foreign, artificial, prosaic element mars its conception or

diction; everything in it is true, natural and poetical; it speaks to the heart and every heart will involuntary respond to it. We feel no hesitation in pronouncing the book as eminently worthy of the widest introduction, and confidently hope that it will soon appear in an English translation not inferior to the German original.

"Bildertafel fuer den Unterricht im Englischen" (Picture Tablets for Instruction in English), by Thora Goldschmidt, published by Ferdinand Hirt & Son, Leipzig, must be considered a work of a truly original and rational character for the acquisition of the English, and for that of any language. It contains twenty-six full-page pictures of every day's aspect, such as house, parlor, kitchen, farm, etc., each picture containing a number of articles, such as furniture, utensils, tools, all provided with numbers, which refer to the words of a vocabulary at the bottom of the illustrated page. On the opposite side we meet with a series of conversations concerning the objects, so arranged that the questions and answers refer to the numbers of the articles and are to be supplied by the teacher as well as by the scholar. It is evident that this highly objective method cannot fail to impart to the pupil not only a copious vocabulary, but also will go far towards cultivating in him a ready vower of conversation.

"The Community and the Citizen," by Arthur William Dunn, D. S. Heath & Co., Boston, publishers, is a most commendable text-book on Civil Government, that should meet with the widest appreciation. It is profusely illustrated and especially characterized by a lucid diction, so that the reader can readily understand it. The questions and references at the end of every chapter of the book are a highly praiseworthy feature of the work and greatly contribute towards rendering the book worthy of the widest introduction as a text-book in our schools.

MAGAZINE NOTES.

"School and Home Education" for January contains an interesting and valuable article, by Superintendent F. M. Fultz, describing "The Glaciers of America." It is a paper which is of great interest to the general reader, but of especial value to the high school teacher or any teacher of physical geography. Six fine illustrations from photographs taken on the spot show examples of various kinds of glaciers which are impressive and instructive at the same time. One shows a view across Muir Glacier, the "line of most rapid movement being indicated by the masses of rock material carried along on the ice." Another shows the top of the same ice river with its medial moraines and the broken surface which suggests indeed the frozen billows, many feet high of the ocean. The same journal has an article by James Speed written in the form of boyish letters telling of "A Bluegrass Vacation." The illustrations are interesting to young and old, especially that of the snake curving his way up the bark of a tree, bracing himself against the rough edges of the bark.

"The School Weekly," Oak Park, Ill., for January 10, has Chapter 10 of a series on Lettering. Also a column from Alexander A. Moll on "Bible or no Bible," in which he points out that while the Bible may not necessarily be used in the school as a textbook, yet inasmuch as there are continual references to it in literature (Whittier's "Snowbound" for example), it should be accessible in the school as a book of reference as are other reference books; and with the Bible, and for the same reason should be the Koran, the Talmud, etc. We quote:

"These three books upon whose moral teachings the temporal, religious and spiritual salvation of nearly the whole human race is based, ought not to be snubbed by the broad-minded liberalism of the twentieth century Uncle Sam Americans.

The public school is the university of the Ameri can children of the great common people, and w should not permit any bigotry, fanaticism, or othe narrow-mindedness to close a single door that wi assist in giving broader or deeper views in the in terpretation of classics in literature, enriched by th passages from all the sacred writings of the entir human race."

In the same number is Part II of "The Making c a Doll House."

A frequent question asked settlement workers i regarding the relation of religion to what they ar attempting to do. This question is well answere in an address by Mrs. Mary Simkovitch, given at th twenty-fifth anniversary of the pastorate of Jenki Lloyd Jones, Chicago. Miss Jane Addams preside at this particular session. The address will b found in "Unity" (Chicago), for January 9, and i worth preserving for future reference. To the sam number Marion Franklin Ham sends an inspira tional account of a Union Thanksgiving service hel in a Texas town. A Jewish rabbi suggested it an representatives from most of the different churche were there and addressed an audience of 2,200.

The "Open Court" for January tells the story c Galileo and his trial, with a frontispiece represent ing that notable historical scene.

When we read Groos' great and helpful volum on the "Play of Man" we were somewhat disap pointed in the comparatively little space and stud he gave to the gambling instinct. In the "Pennsy vania School Journal" for January, edited by D Schaeffer, Rev. Clifford Gray Twombly has som wise words to say upon this important subject. H finds gambling wrong in the first place, because i undermines honest effort, honest work, and soli character, and therefore true success in life. H also finds it wrong because opposed to the grea law of Christian service. "Love worketh no ill t his neighbor." It would seem timely that this grea national evil be made the subject for discussion a teachers' conventions and Sunday schools. All in terested may well read this article.

Authority was given for opening a school for ap prentices in the McKinley high school and in th Graham school, Chicago, on Monday, January 6, t continue three months with sessions of six hours day. Students from outside the city will be ad mitted in case there is room and the charge fo tuition will be the same as for tuition in the ele mentary schools.—Exchange.

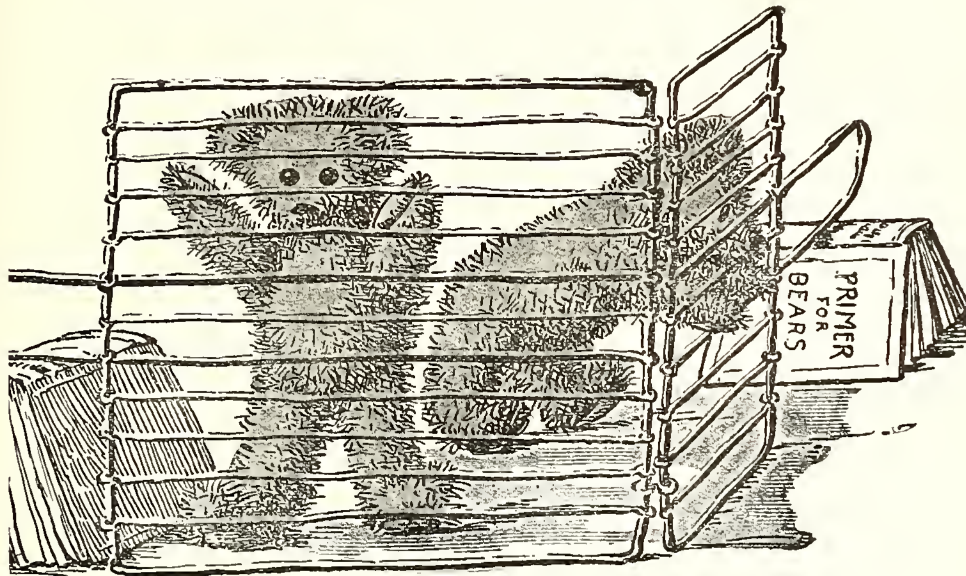
BOOK NOTES.

"Fairies I Have Met," by Mrs. Rodolph Stawel The writer has the delicate touch which we migh well expect of one who has an intimate acquaint ance with the fairies. There is depth as well a lightness to the pretty tales and one "The Clou That Had No Lining," the kindergartners will b glad to add to their repertoire of April stories Small boys and girls who are fond of fairy tale and stories of adventure among pirates and savage will appreciate the story of "A Little Girl in Book," which tells of how Christabel wished sh were a little girl in a book and suddenly foun herself figuring in one, obliged to repeat all he adveutures every time the book was read, whic soon grew tiresome. There are eight handsom pictures in color by Edmund Dulac. The shor dedication is a little gem in itself. Unfortunately the exterior of the book gives no promise of th charm of what lies within. The colors of the cove are so discordant that judging from them alone on would hesitate to put the book into the hands of child. As if it were not bad enough to place to gether blues and violets, which vex the color sense the paper protective covering is of a shade of orang which adds another jarring note to the general dis cord. John Lane Co., New York.

The Teddy Bears A B C, by Laura Rinkle Johnson, illustrated by Margaret Landers Sanford; published by H. M. Caldwell, Boston.

There is a quatrain of verse for each letter of the alphabet, the rhyme surrounded by a circle of small bears, expressing every variety of jolly action. The right-hand page illustrates the accompanying verse. The Teddy Bears are seen curled up inside of a den made of books. Another picture shows Mother Bear starting off on a journey with the wee bear in the baby carriage. The last melancholy picture shows the bears at the zoo in a cage made of a gridiron, resting upon two books. This gives Mother an opportunity to discourse upon the injury done to volumes if roughly treated, though such may not have been the intent of the author or artist.

"Five Little Peppers in the Little Brown House," by Margaret Sidney. Could a mother choose more delightful, helpful, desirable companions for her children than the five little Peppers? That is of course after they have had acquaintanc with the four Little Women. The above-named is the eleventh volume of th well-beloved Pepper series and in addition to many entirely new stories it includes the original two, which first brought the Pepper children to the notice of childhood. Reading these two we quite understand why the publishers should have insisted upon more and still more, backed by a discriminating public. The children of today will read them with the same zest as did those of twenty years ago. Lothrop, Lee, Shepard& Co., Boston. Price $1.25.



From "THE TEDDY BEARS A-B-C" By Laura Rinkle Johnson
H. M. Caldwell Company, Publishers, New York and Boston
Copyright 1907, by H. M. Caldwell, Co

While studying the doings of the beloved bears the child is happily becoming familiar with the letters of the alphabet, which are all too frequently the bugbears of the nursery.

"A Desk Book of Errors in English," by Frank H. Vizetelly. The book includes notes on colloquialisms and slang to be avoided in conversation. Nicolas Murray Butler, among those things with which a college course should equip a student, names a good command of the mother tongue. We may not all be able to attend college, but a command of good English is possible to all, and is certainly much to be desired. This book will help all writers and speakers who feel their well of pure English in danger of being defiled by the inlets of new slang from street and shop and school and college, for, alas, if any group of people seem to exult more than others in loose slang it is the youths and maidens fresh from school and college. But it is not errors in slang alone that are indicated. Nice distinctions are pointed out between words often confused and those who aspire to write with correctness and force will learn the error of their ways in particulars which they have previously overlooked. The editor is discriminating in his remarks and in the case of many disputed words he takes a moderate middle ground. Published by Funk & Wagnalls, New York.

"Lincoln Centre Leaves." These represent a genuine need of the busy, strenuous worker of the day and the idea is caried out most charmingly by the Lincoln Centre Shop, Chicago. Price, 10 cents each, or $1.00 a dozen. Hand illuminated, 25 cents each, $2.50 a dozen. We can give no better idea of their character than by quoting as follows:

"How often a kindly thought miscarries before it finds birth in expression! How often a loving message tarries in the heart until it is buried beneath a load of cares and businesses of this work-a-day world! Imagine on one's desk a box of dainty notepaper, each sheet bearing the message ready made! made in the poet's happy way, perhaps with quaint hand-lettering reproduced with a touch of fitting illustration,—a birtnday greeting for a girl or a grandmother, a bit of cheer for a "shut-in," a New Year's or a marriage wish, or a welcome to a babe; and nothing to do but write one's name, with or without an additional message, on the other side of the folder, and direct, seal and stamp the envelope; aud your message has taken wings and flown whither your heart would."

The leaves are decorated by Bertha E. Jaques, and other artists, and are as follows:

1. The New Year, Horatio N. Powers. 2. Na-
Things of His Providence, etaoinn etaoin etaoinn e
ture's Ministries (To a shut-in), Evelyn H. Walker.

3. Many Dear Things of His Providence, W. C. Gannett. 4. Thou Mindest Me of All Bright Things (To a young girl), Evelyn H. Walker. 5. From Wishing-Land (Wishes for her birthday), Robert Louis Stevenson. 6. Sunset and Afterglow (To one in the afternoon of life), Evelyn H. Walker. 7. They Might Not Need Me, Yet They Might, Emily Dickinson. 8. Flower Messengers (With a gift of flowers), Evelyn H. Walker. 9. Not by Appointment Do We Meet Delight and Joy, Gerald Massey. 10. May Sun and Moon and Little Stars (To one I love), Evelyn H. Walker. 11. A Thought for a Friend, Dinah Mulock Craik. 12. For a Marriage Day, Gerald Massey.

Some are printed upon delicate green paper, others upon cream. Each has its own envelope. These exquisite leaves differ from other message leaflets in that each one is addressed to, as it were, to some particular person. They have a personal appeal which makes them unique. Each is from the heart

One of the verses beginning

> "May sun and moon and little stars
> Of heaven keep watch above you."

is meant for use as a valentine. It is charmingly decorated with silver moon and stars on a beautiful blue background. Still others of the poems are printed in brown lettering upon a brown background; all are truly tasteful and artistic.

"Good Housekeeping" for February contains an article on "Public School Cookery: Is It Playing Fair with the Home and the Taxpayer?" by Mary Bronson Hartt, in which she discusses the question from many points of view, after having gathered information and opinions from a variety of sources. It appears that many parents complain that the children are unable after the time given it to work out practically at home what they have learned (?) in the schools. Some attribute this to the small quantities the children use and others to the bad teaching. Teachers themselves disagree as to whether it is more important to teach the science or the art of cookery, some contending that "the object from the educational standpoint is not to turn out accomplished cooks, any more than manual training turns out fully equipped carpenters and machinists. The object is to teach manual dexterity and principles, so that the girl develops into a homemaker, with comparatively little additional training." Another teacher says that, "In the final analysis no great skill can be developed in publi school work." Teachers differ again as to whethe it is possible to teach according to the fractiona recipe. Here much depends apparently upon th skill of the teacher. In the present state of publi opinion it is difficult for economic reasons to furnis material enough for each child to cook accordin to the full recipe, although we are told that this i done in Sweden and in English hoard schools "the expense being made up by the sale of th cooked food." In the Hackley School cooks pu up quantities of fruit every fall for the Muskego hospitals, the hospital boards furnishing all th materials, and in Illinois, woman's clubs send i materials for a luncheon now and then, to be cooke in school kitchens, by way of giving the childre experience. Other perplexities concerning schoo cookery depend upon large classes; too little cook ing and too much talking; too little opportunity fo the child to work for himself and learn by his ow mistakes; "principles given first and practice after ward"; too little delight, "too much formality," th school kitchen does not present the same condition as those found in the home. Lack of ability in th teachers, both as to practical skill and as to teach ing skill. The writer reminds us finally that ther is as yet no such thing as "domestic science. Ther is going to be." She quotes at the end from Mis Sarah Arnold, dean of Simmons College, Boston:

"Remember how very expensive is the teachin of domestic science. Remember how relatively un developed is the whole subject. And do not as us to go too fast. We are at the beginning of domestic revolution which is going eventually t equip woman for that peculiar work which Go Almighty cannot do without her. Let us not criti cize beginnings. Let us exercise rather a propheti patience."

In the same journal there are several articles i which Gertrude Atherton, Grace Duffield Goodwin and others discuss the problem of adjustment be tween husband and wife in order that the true mar riage may be consummated. The question of mar riage versus a "career" for a woman and simila questions are approached and handled with judg ment, in sight and genuine wisdom. All wome married or unmarried will be interested and thos who have newly entered upon the marriage stat will undoubtedly be helped to bridge over differ ences before the wedding.

NEWS NOTES

Dr. G. Stanley Hall, President of Clark University, addressed in January a united meeting of the New York City Library Association and the Long Island Association in the charming auditorium of the Margaret Louisa Home, New York City. Dr. Hall's topic was on "the psychology of childhood as related to reading and the public library" and in his most entertaining talk he certainly gave the librarians of Greater New York many new suggestions, and set his interested audience thinking along new lines. We give but a meagre report of this fine address.

Dr. Hall said that he regarded as one of the most significant of modern culture movements the invasion of the schools by the libraries and the making of libraries attractive to the children "when they ought to be out of doors," in this way conveying a compliment at the same time that he expressed a semi-criticism. He deprecated the time spent by the children in the libraries because of the physical injury resulting from the long-continued bad postures usually assumed by the young readers and the strain upon the muscles of the eyes with the repeated lateral movements, at the important, crucia stages of development.

Dr. Hall also regards as a sad fact the mania fo reading, which often seizes children when the ought to be learning in the more vital way offere by experience and conversation. "The book go be tween the child and life" when there is overmuc reading and book-learning in childhood. It ha been proved that the child who does not go t school till seven is further along at fourteen tha the one who goes to school at six, and he who goe at eight is still further along at fourteen. Suc statement from such authority, who has made lon and thorough investigations and experiments, ma well set the school people thinking and acting.

A study has also been made of the differences i the book likings of boys and girls at different age and such study may well be continued by librarian who here have an excellent opportunity for secur ing data. Among the sixteen or seventeen point enumerated are these: Girls rely more on the rec ommendation of other people in choosing the book they read; boys are more likely to avoid those rec

ommended by adults. They enjoy a sense of independence in their reading. The liking for fairy tales lasts longer than with boys; boys like stories about wild animals especially, and girls those about pets. (Is this a form of atavism asks Dr. Hall?) Girls are more likely to read books written especially for boys than are boys to read those written for girls.

Dr. Hall approves highly of story-telling in connection with library work.

He pointed out several paths for new observation and experiment in trying to suit the children's needs. For one thing, the good old classics are not found today in any one form which really pleases the children and he recommends that people especially qualified tell the stories over and over again, watching their impress upon the children and modifying as occasion seems to demand until after a long process of "trying on," so to speak, the best form is finally evolved. Going through consciously as it were, and in shorter time what the race has done unconsciously in adapting the great old stories to the needs of a particular generation.

Dr. Hall considers that our own books for children are far inferior to those of Germany, and among the books especially needed he suggested a series of books on wild animals, which would give in a complete and interesting way the actual facts in the lives of animals; their habits, their development from infancy to maturity, their traits of character, their behavior in cases of danger, of sickness, etc., their relation to other forms of life past and present, etc. There are no books at present published which fill what Dr. Hall regards as a great deficiency. He believes the publisher who first realizes this need and meets it will find that he will make a great success.

The discussion following the lecture was lively and interesting and all interested in children's reading will do well to arrange, if possible, to hear his stimulating address, of which we have given but a bare outline.

ANNUAL MEETING OF THE OHIO KINDERGARTEN ASSOCIATION.

The Ohio Kindergarten Association held its annual meeting at Columbus, December 27 and 28, in connection with the fourth annual meeting of the Allied Educational Associations of Ohio, with which it is affiliated.

The Kindergarten Association was most fortunate in being twice represented at the general meetings of the Allied Educational Associations. Dr. F. B. Dyer, Superintendent of Schools in Cincinnati, gave an address Friday evening in the Board of Trade Auditorium, on the Public School Kindergarten as a Factor in Civic Betterment. It was a masterly plea for the introduction of the kindergarten into the public school system, based on his observation of the great influence the kindergarten is exerting in Cincinnati in regenerating the home and improving social conditions.

On Saturday morning the joint meeting of the Elementary Teachers' Association and the Kindergarten Association united with the general session. President Henry Churchill King, Oberlin, spoke on Moral Training, Hon. Willet M. Hayes, Washington, D. C., on Industrial Education and Agricultural Schools, and Mrs. Mary B. Page of Chicago on Vital Factors of the Kindergarten.

Miss Anna H. Littell, Dayton, was chairman of the Wednesday noon conference on Kindergarten Propagation in Ohio. In the afternoon Miss Elizabeth Samuel, Columbus, presided at the Round Table, where the following questions were discussed:

1. In what ways can the primary teacher best be helped to a true insight into the kindergarten?
2. What is kindergarten discipline?
3. How can the backward and the bashful child be helped to self-expression?
4. What are the most educative occupations?
5. What is the real value of rhythm?
6. What is the place of the kindergartner in a gift lesson?

In the delightful Twilight Hour, Miss Annie Laws of Cincinnati, Vice-president of the National Story Tellers' League, after giving the essentials of good story telling, introduced Miss Lilias Fry, Cincinnati, who sang most charmingly some new kindergarten songs. Miss Littell, Dayton, told the Norwegian fairy story of Peter Paul and Espen; Miss Colburn told a Bible story, an adaptation of the Song of the Syrian Guest; Miss Miles, Cincinnati, gave the Shetup Posy, one of Story-Tell Libs tales, and Miss Laws gave an Easter story by Hannah Moore.

The most important matter of business transacted was the adoption of the following resolution, which was sent to the State Commissioner of Education:

Resolved, That it is the sense of the Ohio Kindergarten Association, that in the introduction of kindergartens into the public schools of Ohio, kindergartners to be eligible for appointment should have completed a high school course, or its equivalent, and that such kindergartners should be graduates of a regular kindergarten training school having at least a two years' course of training.

Resolved, That having complied with the foregoing requirements the examination for appointment of kindergartners in the public schools of Ohio should be only in such branches as pertain specifically to the kindergarten work.

Through the return-postal card plan of Miss Grace Fry, the corresponding secretary, one hundred and fifty kindergartners have expressed their desire to join the State Association. It is hoped that putting the meeting later in the holidays will make it possible for a large number to attend next year. Having the meetings at the hotel headquarters was a great convenience to the delegates.

The officers were re-elected: President, Miss Mina B. Colburn, Cincinnati; First Vice-president, Miss Mabel MacKinney, Cleveland; Second Vice-president, Miss May M. Heston, Toledo; Recording Secretary, Miss Clara May, Oberlin; Corresponding Secretary and Treasurer, Miss Grace Fry, Cincinnati; Auditor, Miss Mary E. Littell, Dayton.

The Boston Transcript has recently discussed the reason why so many of its children, over 30,000, are sent to private schools and finds one explanation in the "growing dread" among parents of the big public school, where little children are herded together by the hundreds. If asked why should the parents dread the big school the writer claims, among other reasons, that "the big school is the very breeding place of machine methods and red tape. It can handle large numbers in no other way than by fixed rules that are fatal to high educational ideas." The writer thinks that discontent with the present system will result in what is being done in other public utilities, i. e., "an administrative center with outlying sub-stations." In other words for "neighborhood schools." The article in the Transcript recalls the comparison made by one of the visiting English teachers of last year who described the big schools in which we are wont to take pride but which horrified her, in the one word "barracks."

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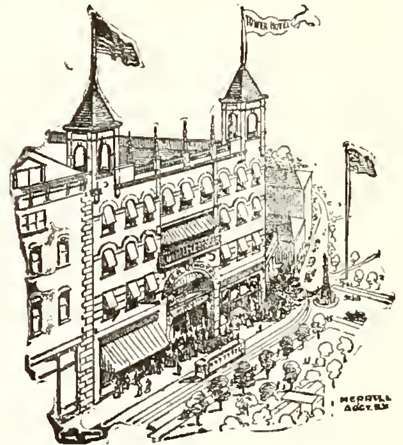

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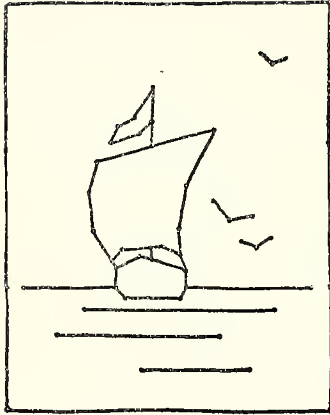

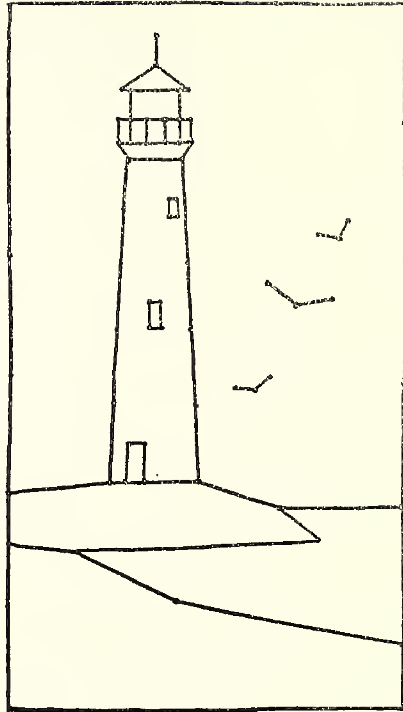

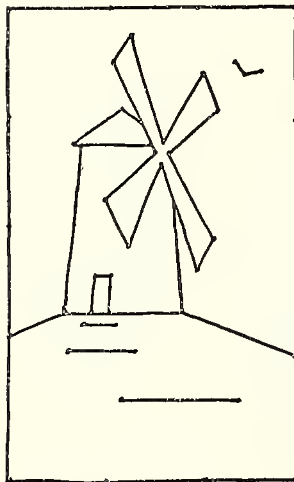

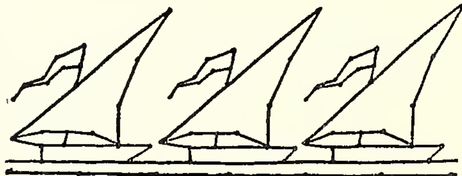

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The Kindergarten-Primary Magazine

VOL. XX—MARCH, 1908—NO. 7

THE EDUCATIONAL VALUE OF BOOKBINDING.

SARAH J. FREEMAN.

Special Application to Elementary Grades.

The day and the times are calling for industrial training in the public schools or rather supported by public funds. This demand has three sides, i. e., the purely technical, or trade school with a varying degree of academic grounding; the industrial school with an elementary academic grounding, and what is termed the manual training movement. The first or purely technical school would include all courses from such an one as the Baron de Hirsch, which offers a five months' training in carpentry, plumbing, electricity, sign-painting, and certain phases of machinery, to sixteen year old boys, with no academic foundations, to the Columbia School of Mines, which demands full academic foundations. The industrial school aims to reach children who must become wage earners at sixteen, to give them an elementary education, and at the same time open up to them certain definite lines of work in commerce or industry into which they may step from the school. The manual training movement aims to supply the instinctive demand of the child for manual activity and through the satisfaction of this demand to develop the individual in relation to industry, school and home. It is with this last view of the subject of industrial training that these articles deal. This paper will take up the practical results obtained by bookbinding in the high school with special application to the elementary grades.

I should like to suggest as a center from which to work from the high school back through the grades, such a series of paintings as John W. Alexanders' "The Evolution of the Book," six in number, i. e., 1. Hieroglyphs. 2. The Cairn. 3. The Bard. 4. Picture Writing. 5. Illuminating. 6. Printing. These in their setting in the national library of Washington show our nation's recognition of the value of the treasuring of thought, from most primitive times to the polished, written, printed, and let me add bound word of today. Taking as the aim of bookbinding in the high school power and insight into these pictures the history of all mankind may be concentrated.

The materials of which the book within and without is made, such as linen, cotton, silk, and paper, and the life of the people engaged in the manufacture of these products, may be referred to suggestions offered by "The Evolution of the Book." One cannot more than touch a subject of such broad scope in so short a compass as these articles. Dewey looks at manual arts in their social significance, as types of the processes by which society keeps itself going, as agencies for bringing home to the child some of the primal necessities of community life, and as ways in which these needs have been met by the growing insight and ingenuity of man; in short as instrumentalities in which the school itself shall be made a genuine form of active community life, instead of a place set apart in which to learn lessons.

Take the changes that have come about in the beating of gold and tanning and dyeing of leather. Consider the reasons for the progress made in getting these products ready for market, from simple primitive life to modern complex life, and you give the child his social setting. He has passed through the early stages of the race and is a man with a fast approaching, definite place to fill in society. "A society is a number of people held together because they are working along common lines in a common spirit and with references to common aims. The common needs and aims demand a growing interchange of thought and growing unity of sympathetic feeling. . . . . A spirit of free communication of interchange of ideas, suggestions, results,

both successes and failures, of previous experiences becomes the dominating note."

In bookbinding the use of one equipment of large tools by three workers, two of whom must be subordinate to the one using any particular part of the plant at a given time, the mutual consent as to times and seasons in this use, the necessary courtesy and helpfulness developed must result in unselfishness, in a sense of one's place in the school community.

There is always the problem of mending the books of the school library, which when not carried to excess will bring out community spirit. This is actually being tried in one of the grades of a public school in New York. It means economy for the school in addition to the fact that the pupils learn to avoid unnecessary destruction of public property.

A visit to one of the model workshops in a public school in the lower east side left me with a sense of how worth while it is to give, in this case boys, a natural outlet for motor expression. The relation between instructor and boys was most friendly yet perfectly respectful. Each boy was staining, as a last process, a book rack for which he had made in the class room, under the art instructor, a mechanical drawing and a design for the end piece. The boys passed freely and quietly to and fro to get necessary supplies. All through the room was a soft singing as the workers earnestly bent to their tasks. They had during the term rearranged the common tool closet backing the door and closet with green burlap, against which the bright tools made a good showing Every term each class does something for the common good and takes great pride in it.

The book should be bound with reference to its fitness for its purpose. Its technique covering and decoration will vary as strength and usefulness are to be considered. The needs of the school or pupil or the interests of the home will regulate the choice of both book and binding. A special book bound for the school or a task in construction which may be turned to school use will bring joy to the doers and much school spirit as a result. Mr. Gates of Westerly, Rhode Island, through the School Arts Book, cites a case which is to the point. His seventh and eighth grades, eighty-eight pupils in all, made a set of "University" note book covers for the fifth and sixth grades the covers becoming the property of t school. The work covered a period of s weeks, all being done by the pupils even the insertion of the eyelets for the strin The finished covers cost less than $5. against $22.00 had they been bought wholesale by the school, thus saving t school money in addition to the education value of the work to the pupils.

While on the social side bookbinding a peals to the life without, on the individu side it appeals to the child's "need of actio of expression, of desire to do something, be constructive and creative, instead of pa sive and conforming," and it is in this lig that the results of bookbinding are carri into the home. His experience in manip lation, independence in planning measur ments, accuracy and neatness, may be us in every day life. He should come to scho with a whole mind and a "whole body ar leave school with a fuller mind and even healthier body."

The New York Training School offers good example of elementary bookbindir and construction work taught in the trai ing school for itself and as a basis for desig and carried progressively from the kinde garten through the eighth grade. Teache and children are tested as to their progre by their ability to bring in original prol lems, to work out and suggest models, wit changed proportions and materials. Or can see here through the year but not all a time, for the children are eager to tak home their finished products, work gradin from the cutting out and arranging of furn ture taken from papers and magazines, t kodak books and portfolios, well sewn an bound, as far as can be, with the limite equipment for pressing and drying, an locker space for protection.

While to some extent all books pas through the same technique in being boun none lack entirely the touch of the individua hand and upon this touch rests the wear an destruction of the book. Librarians tell u that it is impossible to get books bound cor scientiously throughout. Proper allowanc is not made for shrinkage of materials. Th individual workman works in a perfun tory way, failing in his task often throug ignorance of the place that his part is t take in the finished product. A recent ar ticle in a magazine makes the statemen that an intelligent workman who wishes t gain a knowledge of the trade as a whole i

which he is employed has to "steal it."

In a course of bookbinding in the high school each book would be a problem in itself. The student would be led to select his materials and method of technique according to the use to which his product was to be put. He would grow to understand that every part of his work had a definite bearing on the whole product and know what this bearing was. As each stage was carefully tested he would see how nearly it approached the perfect, and would know in any failure of the whole exactly where the fault lay, and that he himself was responsible for it.

The training and development gained in this way would insure him the place of an intelligent unit in the working world, not that of the perfunctory workman. The pupils come to a realization that as one of them said "Bookbinding is a very moral thing."

Judgment is developed by the choice of varying weights of thread necessary to swell the back of a book to a proper roundness, weights of board suitable for different sized books, the amount that a board will warp on the application of different kinds of paper.

Coloring edges and often end sheets takes one back to the days in primary grades when with joy in one's own paint box one dipped here and there until a desired result satisfied the eye.

Each pupil should know the commercial value of his finished product, the wages of the laborer engaged either by hand or machine in similar work.

The relation of bookbinding to the history of art and literature offered in high school courses will fix in memory many a valuable fact which under other circumstances would seem uninteresting. The "finishing" or decorating will bring to mind history, adventure, religion, that much loved man, the Crusader, who returned from the Holy Land with a treasure, the book bound in leather from the Levant, Arabia, Persia, (the name Levant is indefinite), and decorated with gold patterns. Truly "of making of books there is no end."

Two points should be especially emphasized, namely, the growth of art out of the manual arts of life, and the aesthetic value of bookbinding as it is related to this. True art grows out of the work of the artisan, as did that of the Rennaisance which "carried on to their spiritual meaning processes found in homely and everyday forms of life. In the ideal school the art work might be considered to be that of the shops, passed through the alembic of the library and museum into action again." What can be asked better than as a final result of bookbinding in the high school representing a development gained through art and construction work through the grades, the child should acquire the love of the book for itself within and without, a sense of companionship in the presence of books, for the life that is in them in thought printed, thought and life in the making and decorating, industry and social life in the distribution, and care in the preservation.

ANDREW CARNEGIE ON TECHNICAL SCHOOLS.

Andrew Carnegie thus states his views on technical education in a letter to Richard T. Crane, Chicago:

"I have little time to devote to the defense of technical education. I do not think it needs any. It is speaking for itself, and even you will be satisfied by and by that we are on the right path.

"You ask me four questions. To the first I answer that when I started business I did not know of one technically educated mechanic, but several families in Pittsburg were sending their young men to Troy, and especially to Boston. One of them happened to be a relative and he has made a great success and is a partner now in one of the leading firms for special steels. I do not believe he would have achieved this so rapidly if it had not been for his superior education. If I were in business today the young man I should take into my service would be the most highly educated mechanic.

This answers all of your four questions and I should like to ask you one question in return. The apprenticeship system is a thing of the past, what do you propose as a substitute? The best one and the better than the original is to give instruction to young men in technical schools."—Exchange.

THE KINDERGARTEN IN NEW ORLEANS

Free Kindergartens

ELEANOR McMAIN.

In the year 1892, thru the zeal and earnest efforts of Mrs. J. L. Harris and a board of managers, free kindergarten work in New Orleans was started.

Bishop Sessums was the president of this Board, and gave his hearty encouragement to the work from the beginning. It was the untiring energy and enthusiasm of Mrs. Harris, however, which successfully launched the new enterprise, and which kept it growing right along until it was able to stand on its feet.

Miss May Gyles, a graduate of the Chicago Free Kindergarten Association, was placed in charge of the New Orleans work and conducted it for two years.

The situation of the work during these two years was twice changed: First from Thalia and Tchoupitoulas to 938 Tchoupitoulas, a few doors from St. Mary's market, and then to 1202 Annunciation street, its present domicile.

In the year 1894, Miss Katherine W. Hardy, a graduate of the Louisville Free Kindergarten Association, was placed in charge of the work, and opened a training school for young women in connection with the kindergarten.

At this time—1894—there had not yet been opened the Kindergarten Training Department in the New Orleans Normal School, and the kindergartens in the public schools were few in number, so the addition of the training class to the free kindergarten work served a double purpose. It made possible the taking into the kindergarten of a much larger number of children and it gave an opportunity to the young women of our city to fit themselves for kindergarten work by means of a systematic and thoro course of two years' duration. Their catalog states:

"The students are required to give three hours' daily practice in the kindergarten and to attend classes in theory in the afternoons. * * * After the satisfactory completion of the two years' course, diplomas will be awarded the students, etc."

The first training class of five earnest and devoted young women was secured thru the friendly co-operation of Hon. Warren Easton, superintendent of schools in New Orleans, and it is an interesting fact that each of these first five graduates of the Free Kindergarten Training School have for years been in charge of some of the public school kindergartens.

The location of the free kindergarten work in a densely populated and poor district was most fortunate. Children poured into the kindergarten as soon as its doors were opened and soon 125, the limit of placing capacity, was reached, and children had to be turned away.

The house at 1202 Annunciation street proved so well adapted to the work that Mrs. Harris bought the property and fitted it up most comfortably.

Such a source of interest and enthusiasm did the work here become that in 1897—just five years after the organization of the first free kindergarten in New Orleans—the New Orleans Free Kindergarten Association was formed with five free kindergartens under its directorate. These were: the Diocesan Kindergarten; the Jurgens Kindergarten; the Michael Heyman Kindergarten; the Sophie C. Hart Kindergarten; the Palmer Kindergarten.

Each one of these was located in a poor and densely populated quarter, but the needs and conditions of each neighborhood differed from the others and the students in going from one to the other had the benefit of a varied experience.

Foremost in the organization of the Free Kindergarten Association and in the extension of the kindergarten work were Mr. Clarence Low, Mr. Michael Heyman and Major George M. C. Derby.

Another outgrowth from the seed planted with the establishment of the free kinder-

arten work in New Orleans is New Orleans' ne Social Settlement—Kingsley House—ith its clubs and classes for boys and girls, s cooking classes, its shop for wood-work nd metal work, its chair-caning and hammock-making, its game-room and library, its ymnasium and playground, its clubs for men and women, its lectures and entertainments, school garden and vacation school.

The settlement and the training school ave always been domiciled together, and om the kindergartners the settlement draws large number of its most efficient and interested workers.

They are to be found leading boys' clubs, eaching industrial classes, supervising the lay ground, conducting the game room, elping with the social clubs for young men nd women, helping in the vacation school.

The first head worker of Kingsley House vas Miss Hardy, the training teacher for the ssociation. Among the first residents, four vere kindergartners. At present both of the raining teachers of the two kindergarten raining schools live at Kingsley House and elp in the settlement work.

From the training school of the New Orleans Free Kindergarten Association sixty oung women have been graduated. Of these, en are in the public schools, five are directors in the free kindergartens of the city, ome are in settlement work, and a goodly umber are teaching thruout the state as kindergartners or primary teachers.

Miss Margaret Leonard, also a graduate of the Louisville school, has been at the head of the Free Kindergarten Association Training School for some years, and is doing very successful work.

More and more each year the graduates are going out into the state and are spreading the kindergarten principles thruout the communities where they happen to be, so helping "leaven" the entire educational 'lump."

The Public School Kindergarten System

NICHOLAS BAUER, ASSISTANT SUPERINTENDENT OF SCHOOLS.

The kindergarten idea has grown slowly but surely in New Orleans. In common with every sphere of educational activity, the kindergarten has been subjected to severe criticism, and has had to undergo close inspection to prove its right to existence. Today the kindergarten stands approved and its future development is assured.

There now exist in New Orleans 28 kindergarten departments in the public schools in charge of 66 specially trained kindergarten teachers. That the value of the kindergarten as an integral part of the city's educational system is gradually being appreciated by the public is evidenced by the steady and eminently satisfactory growth in enrollment in the kindergartens of the public schools. During the school session of 1905-1906, the enrollment reached 1,353, while in 1906-1907 it amounted to 1,674, an increase of 321 children, or 23.7 per cent. At the end of the second month of present session of 1907-1908, the enrollment in the kindergarten has reached 1,511, so that it is confidently expected that the enrollment of 1907-1908 will show a continuance of the satisfactory growth.

The history of the introduction of kindergarten methods and materials in the public schools of New Orleans dates back to 1876. In that year, Mr. William O. Rogers, then superintendent of public schools, recommended that one of the corps of the Chestnut School be selected with special reference to her knowledge of the use of kindergarten material as an aid in primary work. That recommendation was favorably considered and the school board placed Miss L. E. Stirling in charge of the kindergarten work in the primary grades in that school. It was not, however, until 1886, ten years later, that a regularly organized kindergarten department was established in that school with Mrs. Penelope Andrews in charge. Shortly after this date, January, 1887, a kindergarten department in charge of Miss Marietta White was opened in the fall of 1887 under Miss E. Bentley, who, shortly after her appointment, resigned to take up primary work.

Ten years after the date of the establishment of the first kindergarten department in the public schools of New Orleans, the School Board, in November, 1896, organized a kindergarten training department as a part of the City Normal School and placed Miss Eveline A. Waldo in charge of this important work. Miss Waldo remained in that position until 1901, when she was succeeded by Miss Edith M. Woodruff. Miss Woodruff is still in charge of this department and is assisted by Miss Fannie M. Randolph.

Previous to the meeting of the Constitutional Convention of 1898, the State of Louisiana took no cognizance of the kindergarten,

but in April of that year provision was made by which cities and towns so desiring could use school funds for the establishment and maintenance of kindergartens for pupils between the ages of four and six years. Provision was not made, however, by which cities and towns that established such kindergartens received any extra state aid, all state funds being apportioned to "the parishes" according to the number of children therein between the ages of six and eighteen years. The growth of kindergartens has not been very extensive in the state, despite the constitutional privilege granted the parishes, because of the scarcity of funds and the belief that whatever money was available should be used for the support of primary schools. Had it been the wish of the lawmakers to encourage the development of the kindergarten in the state, provision should have been made by which cities and towns that availed themselves of the privilege of establishing kindergartens would have received their pro rata of state aid on the basis of the number of children between the ages of 4 and 18, instead of 6 and 18 years.

The policy of the present school board of New Orleans towards the establishment of kindergartens has been a most liberal one. With hardly an exception, kindergarten departments have been created in every school building erected within the past few years. The board has also built recently five kindergarten annexes. These annexes are large, two-story frame buildings of three rooms, the lower floor being devoted entirely to kindergarten work, while the upper floor is divided into two large primary class rooms.

In speaking of kindergartens in New Orleans, credit must be given to the kindergarten teachers for the introduction of mothers' clubs. It was as a part of the kindergarten work that mothers' clubs first sprang into prominence, and from these small associations, formed for the purpose of bringing the home and the school into close relationship, there have come the large co-operative organizations that constitute so vital a factor in the present success of the public schools of New Orleans. Thru these clubs, a vigorous public sentiment, alive and responsive to every need of the system, has been aroused. It is expected that the inspiration to be gained from the coming meeting of the International Kindergarten Union will further the growth of a helpful public sentiment without which success is not attainable.

New Orleans Normal Kindergarten Training School

MARGARET C. HANSON, PRINCIPAL NEW ORLEANS NORMAL SCHOOL.

The establishment of the Kindergarten department of the New Orleans Normal and Training School in 1896 was the culmination of a rather long, slow movement, which had its rise more than twenty years before, in the opening in the early seventies, of a private kindergarten by Mrs. Alfred Kearny.

Mr. Wm. O. Rogers, then City Superintendent of Schools, showed his recognition of the vital essentialness of the principles embodied in the kindergarten theory of child training by going so far as to seek and appoint only teachers familiar with the use of kindergarten material in the new Chestnut Primary School, opened in 1876.

Despite this encouraging symptom, it was ten years before the seed thus planted flowered into a regularly equipped public school kindergarten, opened in the Chestnut school.

This was put in charge of Miss Andrews, a pupil of Miss Eveline A. Waldo. Miss Waldo had received her training from a graduate of the St. Louis School of Kindergartening, in a training class opened in the Jewish Orphans' Home of New Orleans, and had begun kindergarten training work at the Valenc Institute, in New Orleans, in the early eighties.

In ten years, the kindergarten idea, germinating in the private kindergartens, fostered by the free kindergartens and, finally, by the public school sanction and adoption, became popularized to the extent that ten kindergarten departments were opened in public schools.

The teachers for these were, some graduates of the private and free kindergartens; and others, products of a system of volunteer service entered upon by young women desiring to engage in the work, who, upon approval of their application by the school board, would be assigned to act as assistants to the teachers in charge of the kindergartens in the public schools. By this means they received their training in theory and practice of kindergarten teaching.

With the extension of the system, the need grew for greater unification of principles and methods until it was finally satisfied by the establishment of the Normal Kindergarten training department. Then the last three of

the "volunteer assistants" were organized into the first training class of the Normal School, with Miss Eveline A. Waldo as training teacher.

Qualifications for admission were adopted which demanded that entering students shall be graduates of a high school and possessed of an adequate knowledge of music. Thus the endeavor was made to ensure a substratum of fair, all-round attainment on which to weld the special training for public kindergarten teaching. The term of the course of training was fixed at two years.

In the course of the next five years, about twenty-five kindergarten teachers received diplomas. About sixteen of these are in the public kindergartens of the city.

Miss Waldo resigned from the Normal School in 1901, and was succeeded by Miss Edith Woodruff, a graduate under Miss Anna Bryan, of the Louisville Free Kindergarten Training School. A year later, Miss Fanny Randolph was appointed to assist her, and is now associate training teacher with Miss Woodruff of a class numbering twenty, and a practice school of fully forty children.

That it is possible to maintain this number of children on roll within a stone's throw of the free kindergarten at Kingsley House, the one Social Settlement of the city, with its rightful and just appeal to the residents of the district thru the humane and judicious work it carries on for their welfare and improvement, is no mean tribute to the character of its work in thus proving its power to hold the children's interest. The whole program of the child's activities, evolved out of and reared upon the basic facts of his environment, is planned to permit "vital experiencing" and "freeing of his life's process for its adequate fulfilment."

Constructive work, on a scale and of material which produces something of permanent character and real use as a result of the effort the child puts forth, is carried on with its usual gratifying result in securing interested, absorbed activity and profitable development. The domestic activities are engaged in with the zest which usually attends employment wherein native impulses and tendencies are given opportunity to function freely and happily, and it seems not unreasonable to hope that here may arise the beginnings of habits destined to make for the bettering of conditions in the average family life.

Since 1901, the Normal Kindergarten department has graduated forty teachers. Twenty-four of these are teaching in the city public kindergartens. The twenty-seven kindergartens now in the public schools are a tribute to the character and quality of the work being done by the Normal graduates. It shows that school board and public alike are impressed with its value in the scheme of fruitful education.

The city of New Orleans is fortunate in the liberal attitude of its school board toward the kindergarten, for it has systematically done all that it could in providing material, equipment and other facilities for the promotion of this fundamentally important stage in the great process of education.

WHO IS TO BLAME?

If forty-five out of forty-eight pupils are neither absent nor tardy, the teacher is to blame. She has made school work too interesting to be lightly missed.

If the pupils of a given school or room are unusually orderly in passing from the room or building and unusually courteous in their bearing, the teacher is to blame. Should she be less earnest and less persistent, this condition would soon disappear.

If there is real joy in the work of the school, or an earnestness not measured by percentages, and a healthful love of study, the teacher is to blame.

If, during recitation, pupils maintain good posture, and recite with animation and good language, the teacher is to blame.

If the pupils of a particular room or school have the reputation of being the best body of pupils in the community, the teacher is to blame.

If the pupils manifest a love for good books and are interested in the best stories, the teacher is to blame.

If the supervisors, principals, and superintendents meet with a courteous and cordial reception when they visit a certain room, the teacher of that room is largely to blame.

If the board of directors are wide awake and responsive to the requests of the teacher for things necessary for the school, the teacher is to blame.

If a board of education is conspicuous for its practical and progressive administration of the schools, the superintendent of that school is in a large degree to blame.—Gilbert P. Randall in School News and Practical Educator.

FIFTEENTH ANNUAL CONVENTION OF THE INTERNATIONAL KINDERGARTEN UNION.

New Orleans, March 30—April 4, 1908.

Provisional Program.

Monday morning, March 30—At 10 o'clock

(Preliminary Session). Meeting of Committee of Nineteen, Lucy Wheelock, Chairman. (For members only.)

Monday afternoon—At 3 o'clock. Gibson Hall, Tulane University. Conference for Supervisors and Training Teachers only (closed session). Miss Elizabeth Harrison, Chicago, Chairman.

Subject: How Can We Increase the Efficiency of Our Training Classes?

Ten-minute discussions: Miss Annie Laws, Cincinnati; Miss Clara Wheeler, Grand Rapids; Mrs. Mary Boomer Page, Chicago; Miss Mary D. Hill, Louisville; Miss Willette Allen, Atlanta; Miss Anna Littell, Dayton, O., and others.

Tuesday morning, March 31—At 10 o'clock.

Athenaeum.

Addresses of Welcome—

Hon. Martin Behrman, Mayor of New Orleans.

Dr. E. B. Craighead, President of Tulane University.

Prof. J. B. Aswell, State Superintendent of Education.

Mr. Andrew Wilson, President Board of Education, New Orleans.

Reports of Delegates.

Tuesday afternoon—At 3 o'clock. Athenaeum.

Subject: Nature, Care and Education of Children.

What the National Congress of Mothers is doing.

What the Playground Association of America is Doing.

What the National Child-Labor Association is Doing.

What the International Kindergarten Association is Doing.

What the Southern Kindergarten Association is Doing.

Tuesday evening, March 31—At 8 o'clock

French Opera House.

French and Creole Folk-Lore, Prof. Alsee Fortier, Tulane University.

Creole music, Folk songs, etc.

Creole Impersonations, Mr. McLochlin

Wednesday morning, April 1—At 10 o'clock Athenaeum.

Business Session.
Reports of Committees.
Election of Officers, etc.

Wednesday afternoon—At 3 o'clock. Athenaeum.

Subject: Some Fundamental Contributions of the Kindergarten to the Elementary School. Speakers to be chosen.

(1) The Song
(2) The Story
(3) The Game
(4) The Occupation
(5) The Garden
(6) The Excursion.

Thursday morning, April 2—9-11 o'clock. Isador Newman Training School.

Five-minute addresses on selected topics by well-known educators.

Thursday morning—At 11 o'clock. Visit to Exhibit.

12:30 o'clock—Luncheon at Sophie Newcomb College, Tulane University.

Thursday afternoon, April 2—Touring New Orleans.

Thursday evening—Athenaeum. Prominent Speakers (yet to be chosen).

Friday and Saturday—Exhibits, Excursions, etc.

MPORTANT TO I. K. U. MEMBERS

Word has come from headquarters that 'Iiss Fanniebelle Curtis, superintendent of indergartens in the boros of Brooklyn and)ueens, New York City, and president of out nternational Kindergarten Union, is under hysician's orders to give up all work for a ear, and consequently she is obliged to drop or the coming months all official business onnected with the international body of kinlergartners.

This is a very great disappointment not nly to Miss Curtis herself, but to all the nembers of the Union who had expected to neet under her efficient administration in March and April.

We extend our warm sympathies to Miss Curtis at this crisis and trust that a few nonths of rest and recuperation will bring her back to health and strength.

Meanwhile the helm of affairs is in the hands of Miss Patty S. Hill, vice-president of the Association. We gave in our February number a brief sketch of Miss Hill's career. She is tactful and open-minded, energetic and executive, and has taken hold of things at a moment's notice in a very able way.

She was on the point of leaving New York on a four weeks' lecture tour when the news of Miss Curtis's illness reached her, and she was obliged therefore to curtail her trip and leave out a number of cities in which she was listed to speak. But she saw in Chicago Miss O'Grady, second vice-president, who cooperated in every way, and so she accomplished in a few hours' conversation what could not have been arranged after long correspondence.

She went also to New Orleans and saw personally the members of the local committee; the arrangements being made by the people of New Orleans for the entertainment of their visitors are most alluring.

Every effort will be made to give the kindergart ners who venture on this long trip a glimpse of the real Creole New Orleans; all its romantic and picturesque charm. It may not be generally known that long before New York had its Metropolitan Opera House, cultured, music-loving New Orleans was enjoying in her fine French opera house the very best music sung by the best French artists brought over from Paris.

It is planned by the program committee to give a Creole night in this fine French opera house. The entire atmosphere will be delightfully foreign. Professor Alice Fortier, of Tulane University, will give a talk on Creole folk-lore and traditions. In order to illustrate his points he insists on having the services of Mr. McLochlin, a famous local impersonator and mimic, who imitates to perfection the special peculiarities and characteristics of the old conservative Creole circle, which is so rapidly passing away. This will be a rare opportunity both for those interested in folk-lore and those interested in a study of racial differences and ideals of culture. Creole songs will be sung and Creole stories told this same evening. It is said that the most conservative of the Creole aristocrats enjoy Mr. McLochlin's characterizations.

Luncheon will be served one day at Sophie Newcomb College, Tulane University, on the charming campus. The gardener here was a servant in the family of one of Froebel's brothers, and it is hoped that he may be induced to give a few reminiscences.

An automobile trip through the French quarter and on to Chalmette has been planned; also

Miss Kate Minor, who represents the best circles of the old élite of the city, will tender a reception in her beautiful home, and an effort will be made to give the visitors an opportunity to see and talk with some of the real old mammies who will so soon be known only through tradition.

Miss Edith Woodruff has received word that 27 kindergarten centers will send exhibits. May this encourage other cities to decide to send something.

Study of the preliminary program will show that the regular sessions begin a day earlier than usual. This permits a shifting about of the entire program so that ample time will be allowed for visits to exhibits and for excursions of different kinds in the most foreign of American cities.

Railroad rates at one and third the usual fare have been provided for and accommodations are arranged for in homes and boarding houses as well as in hotels.

In order to complete the files of the Annual Reports of the International Kindergarten Union, it is requested that any who have copies they are willing to spare, will notify the Corresponding Secretary, Miss Anna H. Littell, "The Forest," Dayton, Ohio. The numbers especially desired are those from 1897 to 1902, inclusive; also numbers eleven and thirteen (Rochester, 1904, and Milwaukee, 1906). A prompt response to this request will be very much appreciated.

HOW A CITY CHILD FEELS ABOUT NATURE.

ALWIN WEST.

Ruskin has averred, in an animadversary mood, that a city child brought up in a noxious neighborhood must needs turn to an examination and analysis of its evil surroundings, in order to vent that faculty of observation which, in his own case, had been exercised upon the beauties of nature. He held that whatever is nearest at hand must, perforce, attract and fix the attention. But he left out of his count that vast inner world of the child's own mind—that world of dreams, of vague fancies and bold conjectures, which so often absorbs the child to the exclusion of objects palpably and sordidly present. It is this inner existence of the child which, while it softens the contours of things immediately present, gives him a sort of supersensitive knowledge of things outside his actual ken. So it is that a child who has scarcely a chance to glimpse at nature may still possess an inborn feeling for the world of woods and streams and meadows; a feeling ready to break out, at some realizing moment, into rapturous recognition of its own. In the meantime, the latent sympathy for all that the world may hold of unspoiled beauty and unmitigated force, exercises itself in the appreciation of those natural phenomena which are able to manifest themselves in an open street with a bit of sky above it.

The writer cannot speak for a city child housed in the worst possible conditions. But she does know how it feels to spend all one's early days, all one's springs, summers, autumns, and winters—not a day counted out—with a populous city street as one's widest outlook. Stores, apartment-houses, breweries, an iron foundry—these were the immediate surroundings of her youth. It was a happy youth, as full of golden hours, as replete with blessed dreams of beauty, as a childhood on the Delectable Mount might be, with singing streams and talking leaves on every hand.

This city child knew, somehow, that nature was beautiful. In the brick-paved yard back of her home, was a stable in which the corner-grocer kept his horse. The child, together with her playmates, the multitudinous children of the neighbors, gathered up the oats which fell on the stable door-sill. These oats they planted in the cracks b tween the bricks of the pavement, but clo to the house, where they would not be tro den on. In due time the pale green blad sprang up—a straight, brave little ro They were like a miracle to the delighte eyes of the child, though they never gre more than three inches in height.

The summer showers were beautifu When the rain came down-pouring, th child would watch it from the window as beat upon the sidewalk. "See the dollie dancing," the mother would say; and th child would stand motionless, intent on th whirl of the raindrops, as each sprang u again after its impact on the hard ston When the shower cleared, the child woul go out on the doorstep, sniff the smell c wet flagstones, and listen joyfully to th flow of the rivulet that rushed along th gutter and swirled rapidly toward th sewer. Down at the end of the street ther would, perhaps, be a rainbow, none the les beautiful for having the ends of its arch cu off by a crowding perspective of house tops.

There were often fleecy clouds in the sk that sailed in the wind above the tops o the high houses, and took on amusin shapes. The child would watch the figur of a camel changing into an angel or a ship. In winter there were the wonderfu star-shapes of the snow-flakes to watch, and the master-designs on the frosted window-pane to be traced out with loving admiration. When spring came, the feeling o new sap and rekindling life was in the air Young blood danced with the joy of the season, and the organ-grinders of those days played "Spring, Gentle Spring," with quite plaintive sweetness on the curb-stone.

The child had a grandfather who, though also a city dweller, possessed the luxury of a garden, in which grew homely old-fashioned flowers. The child was taken occasionally, for a day's outing, to the seaside. In her grandfather's garden, and at the seaside, she saw nature in a larger aspect than was possible at home. As she grew older, she was allowed to be outdoors on summer evenings when the stars came out, and to watch a direful comet which, in the calen-

lar of superstitious neighbors, portended something of disaster.

As the child grew older still, she would sometimes pass the city bounds into places where stretches of grass and clumps of trees simulated her ideal of the pastoral, as she had acquired it from her school poetry-books. But it was not until she was seventeen that she found herself in a real woods, with the darkening intricacies of boughs overhead and the yielding layers of leaf deposit underfoot. That was a wonderful experience—to see no more than motes and beams of the sky, wherever the embracing leaves held a little apart.

It was some years later than this that the city child found herself, with a sense of glorified transplantation, actually living her summer days and nights in the country; awaking into a morning atmosphere of flower-scents and bird songs, and lulled to sleep at night by the tree-troubling winds and the reiterant chirp of crickets. She almost grudged the time she spent in sleep, every minute of nature's companionship was so precious. It was in long, quiet drives through the country that nature seemed to disclose herself most intimately. The city child would dream out her incommunicable bliss through the unfolding miles of changing vista, ecstatically happy at feeling her own soul in harmony with the universal soul of nature. As the path changed from cool, dark shade to sunny, flowering meadow, from alder-fringed brook to the regular lines of tilled farmland, and as the first outlines of ethereal blue hills appeared on the horizon, the city child was filled with a silent passion of thankful joy. This glad uplifting of the spirit, this ardent thanksgiving for the unattainable attained, is still the response of the city child, after long-measured urban intervals, to the various appeal of nature.

For the details of nature's big plan, the city child has scarcely acquired a taste. She has learned the names of some trees and shrubs, of some wild birds, and of many wild flowers; but she has no classified knowledge. Nature interests her en masse, like a marvelous picture of which she does not understand the technique. But such is the infinite scope of nature that it is impossible ever to clap all her secret science between book-covers. Let Nature herself speak, and to the listener will come understanding and reverence.

But, to the city child, bereft throughout her youth of all intercourse with the world of woods and streams, these things did not appear new, but rather as though they had long since been present to the eye of faith, and were at last acknowledged true by the senses. Some old, old experience seemed emerging, like a Paradise regained, to hallow the common drift of things. Was it the world of the poets like nature imaged in a camera obscura, which had prepared her for the glorious reality? Or had the heritage of some dimly intimated past at last fallen due? Something of both these causes probably militated toward making nature seem like outward truth long since intuitively divined. But, in reality nature had never been absent from her existence. The city child was as privileged as one who dwelt in the open, to see nature's vastest operations at work. The contrast of day and night, the caprices of the wind, the veering of the weather from clear to cloudy and back again to clear, the swift revolutions of the seasons—all these phenomena belonged to the life of the city, as well as to that hidden life of beauty which waited to reveal itself. It was Nature, the work-a-day mother, that the child knew best; but by-and-by, she came to see how beautiful that mother could be in gems and brilliants. She was not surprised; because the face of the mother was the same.

THE SPHINX AND THE INFINITE.

I can imagine the most determined atheist looking at the Spinx and, in a flash, not merely believing, but feeling that he had before him proof of the life of the soul beyond the grave, of the life of the soul of Khufu beyond the tomb of his pyramid. Always as you return to the Sphinx you wonder at it more, you adore more strangely its repose, you steep yourself more intimately in the aloof peace that seems to emanate from it as light emanates from the sun. And as you look on it at last perhaps you understand the infinite; you understand where is the bourne to which the finite flows with all its greatness, as the great Nile flows from beyond Victoria Nyanza to the sea.—From Robert Hichens's "The Spell of Egypt" in the February Century.

CHILD STUDY.

FRANCES COOKE HOLDEN.

Questions for Kindergartners and Primary Teachers.

III. GROWTH IN CONTROL OF THE BODY.

There is a close connection between mental ability and muscular control. A normal mental development is accompanied by an increasing economy and accuracy of movements in the performance of given acts. But motor education must follow the natural order of nervous and muscular development, or it will arrest rather than stimulate the growth processes.

This order is, in general, from trunk to extremities. The fundamental movements, or those which man has in common with the higher animals function earlier than the accessory, or finer adjustment of the hand, fingers, articulatory organs, etc. The finer muscular adjustments do not come into play until the child is eight and a half to nine years of age. What has been done in applying this law of motor development to the various activities of the kindergarten and school?

A. HOW MAY A NORMAL BODILY CONTROL IN YOUNG CHILDREN BE DETERMINED?

1. By special tests such as:
   - (a) Connecting given points by straight lines?
   - (b) Writing some character as rapidly as possible for a definite length of time?
   - (c) What insight has the interpretation of results obtained, given you into the physical and mental condition of the children tested?
2. By observing the child's movements in the ordinary routine of school activities:
   - (a) What have you learned about a child by noticing:
     - (1) How he handles his chalk and eraser?
     - (2) His quickness and accuracy in pointing out pictures, words, or letters?
     - (3) The useless movements of tongue, forehead, feet in trying to draw or write?
     - (4) His attempts to make the movements necessary to play a new game?

B. DEVELOPMENT AND EXERCISE OF MUSCULAR CONTROL BY MEANS OF:

1. Games and Physical Exercises:
   - (a) What kind of physical activity do young children like best as indicated in:
     - (1) The groups of muscles most often exercised in free play?
     - (2) In choice of games on the circle, or during the play period in the first grade?
     - (3) Are a child's natural in terests and activities a index of his needs?
   - (b) Arrange a series of plays an games for children four five, and six years of age graded as to:
     - (1) Difficulty of muscular co ordinations.
     - (2) Variety of physical exer cises.
   - (c) What books or magazine arti cles deal with plays an games from this point o view?
2. Drawing.
   - (a) What mediums are best adapt ed for encouraging the fre use of the whole arm i drawing and painting?
   - (b) How large should the material be?
   - (c) What is your aim in teaching drawing and painting in the kindergarten?
3. Writing.
   - (a) Have children six years old sufficient control of the muscles of the hand to be taught to write?
   - (b) If so, what is the method you use in regard to:
     - (1) Kind and size of writing materials?
     - (2) Freedom of movement?
     - (3) Size of letters?
     - (4) Accuracy of form?
   - (c) Have you found the suggestions helpful which Mr. Shaw makes in "School Hygiene" on the teaching of writing?
4. Handwork.
   - (a) What essential principles should guide one in the selection and arrangement of a series of models to be made by children from four and a half to six years of age?
   - (b) Should accurate measurements be exacted of children in the first grade?
   - (c) Give details for constructing articles which you have found of value in kindergarten or primary work.
   - (d) Mention a good series from the standpoint of muscular control, in the following occupations, or give references to books or published articles which you have found helpful:
     - (1) Paper tearing.
     - (2) Clay modeling.
     - (3) Paper cutting.
     - (4) Construction of toys.
     - (5) Double paper cutting.
     - (6) Sewing.
     - (7) Weaving.
     - (8) Paper folding.
     - (9) Making of baskets.

C. Is this law of growth, commonly called "from fundamental to accessory," of sufficient importance in the child's development to justify a reconstruction of present systems, by applying it to the teaching of writing, drawing, physical exercises, and hand work?

MOTHERS' MEETINGS AND READING CIRCLES.

JENNY B. MERRILL, Pd. D.

During the past six months we have endeavored to show kindergartners that there is good material in the educational classics of Comenius, Pestalozzi and other writers of the past century upon which they may draw in conducting Mothers' Meetings.

Possibly there has been presented as much material of this nature as a kindergartner can use during a year with mothers. Hence we have decided to vary our plan for a few months by presenting a number of simple, objective topics that may appeal to younger kindergartners and to a different class of mothers.

And first a word of caution to beginners. Do not attempt to repeat the lectures of your training class teacher to mothers. It may be some such attempts that provoked the witty article which appeared last year in a popular monthly, in which our good friend, Myra Kelly, turned the searchlight upon the weaknesses of some kindergartners in conducting Mothers' Meetings.

We had not dreamed of such possibilities of caustic wit applied to such a subject. We could have joined heartily in the laugh against ourselves were we not so much in earnest to help mothers and to be helped in turn by them.

Forgetting the sting of the witty article and believing after all that "a sense of humor is a means of grace" let us proceed to avoid undue sentimentality and also to avoid using technical terms in talking to mothers.

In conducting Mothers' Meetings, the young kindergartner should of course not attempt to talk to mothers as if she were a kindergartner of ten or twenty years' experience. The apperception of both mother and kindergartner must be considered or there will be a false note struck. Programs for mothers cannot be made to order any more than for kindergartners. Age, environment, nationality, must all be taken into account.

In many instances it has been found valuable to have an objective basis for the first meetings; that is, something for the mothers to see, to hear, or to handle as soon as they enter the room, thus avoiding an awkward silence. There may be an exhibit of children's work, or singing by the school glee club. There may be the social cup of tea presented as each guest arrives, after the manner of other afternoon teas.

It may be that the children of the kindergarten can remain to play a few games. A pile of picture books may be placed on the table for examination or the cabinet may be opened and the curiosities presented. (Incidentally this may be the means of securing other specimens of work). The scenes drawn on the blackboard or the pictures and decorations on the wall, or possibly the plants, may later be the objective basis of conversation.

Thus the mothers will become acquainted with each other and with the kindergarten room in which their children spend so many happy hours. A special atmosphere once created, the next meeting will be well attended. All the simple arts of the gracious hostess are invaluable in the Mothers' Meeting.

It will also be helpful in securing attendance, to prepare by mimeograph or otherwise, a list of topics that may be discussed in the future to distribute to the mothers. Ask each mother to be prepared to vote upon which one to take up first; to think over their own childhood; to read any articles on the chosen topic or to talk to their friends and even to children about it before their next meeting.

Selection may be made from the following topics:

1. Finger Plays and Lullabies.
2. Ball games in the home.
3. The sand table at home.
4. Building blocks.
5. Home-made toys.
6. Pet animals or their pictures.
7. Planting seeds.
8. The little artist and what he needs.
9. Singing books.
10. The Story hour.
11. Special features of interest for Children's parties.
12. The holidays of the year and how to spend them with the children.
13. The kitchen and its value in the little child's education.
14. Taking a walk.
15. A visit to the market.
16. A visit to the park.
17. A ride in a ferry boat.
18. The window and the sky. (See Mother Play).
19. The weather-vane. (See Mother Play).
20. The farm yard. (Sounds of animals).
21. The child's interest in trades and tools. (See Mother Play).
22. How to do an errand well.
23. Home occupations.
24. Amusements for convalescent children.

Such a list will awaken the interest of the mothers' and provoke thought. They will want to come to see what can be said upon all such subjects. Gradually less objective topics should be introduced, bearing more directly upon discipline and character building, which in the end is our aim in having the Mothers' Meetings in kindergarten.

We will now proceed to make a few remaining comments upon some of these topics.

1. Suppose it is decided to begin with finger-plays and lullabies. Speak of the quieting effect of humming and singing lullabies not only to babies, when they go to sleep, but to older children who are irritable or ill. Tell how you use lullabies in kindergarten; how the little ones love to have the room darkened and play it is night; how naturally all noise vanishes. So mother could occasionally secure an interval of rest. Speak of the value of this appeal to the child's imaginative power. Mothers of foreign birth may perhaps consent to sing in their own language a native lullaby at a future time.

2. Present illustrated books of finger-plays. Practice one or more of the finger-plays, letting the mothers choose if they are inclined to do so. Ask them to tell of any finger-plays which they learned to play as children. Make a few remarks upon the value of exercising the fingers to strengthen them for drawing and writing. This will gradually prepare parents to realize the relation between the kindergarten and the grades.

SCHOOL DIET.

A. P. REED, M. D.

Modern investigation makes it most apparent that there is an intimate connection between mental and physical food, and the necessity of paying more attention to the diet of school children grows in importance accordingly.

Several years ago the French government directed its attention to this matter sufficiently to provide school lunches or dinners for the children with the same care and detail that is exercised to provide teachers for them.

Such a system helps out those parents who may be willing but unable to furnish a suitable diet for those dependent upon them, and is also a great aid to those who have plenty of means without the requisite knowledge to enable them to adjust diet, to any particular phase of life, either in selection or preparation. The large demands of the brain on the body at the student period of life makes it imperative that the body be supplied generously with those elements needed to meet this demand.

Throughout the whole school period the body and its organs are developing and the food must be abundant and of a nutritious character to meet the large demands upon the functions of absorption and assimilation. Not only has new tissue to be formed, but a great amount of energy has to be expended in muscular activity and heat.

Some animal food is needed to meet the demand for new tissue formation while hydrocarbonaceous foods must be drawn upon to supply heat. A goodly supply of foods containing the salts of lime are also a necessity for bone and tooth formation. A generous supply of fruits and vegetables furnishes the system with many things both mineral and organic, which are needed in development of all the organs. Milk should form a large part of the dietary, especially of the younger children.

Pure sweets are allowable and are needed by children even more than by adults.

Some oversight is needed to prevent overeating and the formation of habits of gluttony, the habit of slow eating doing much to prevent over-eating, which leads to disease in later life.

Bread and milk, using whole wheat and brown bread, is always in order for school children from four years up, milk toast coming in equally well. Mental work should never be indulged in immediately after eating. Many children have peculiarities in appetite that must be intruded upon to secure that variety so necessary to the thorough nourishment needed at this period of life.

As to the proportions of vegetable and animal food needed as a rule, probably three-fourths vegetable and one-fourth animal would be about right. So we see that strong muscles, nerves, and bones are best secured by a diet generous as to variety, properly prepared, and supplied by a careful oversight in quantities commensurate with the needs of the individual, and I believe such intelligent nourishment to be a powerful factor in securing an improved scholarship

Practice Department

DAY BY DAY WITH NATURE—IN THE KINDERGARTEN AND PRIMARY GRADES

MARY A. PROUDFOOT, B. S.

A PROGRAM FOR KINDERGARTENS

SUBJECT: Water and its Correlated Interests.

I.—The Use of Cold Water as a Dring to Man, Animals and Plants.

The drinking of a glass of water is the point of departure of this series of lessons. Where did the water come from? If it was taken from spring, well, or stream, it can be traced, perhaps, to its source. The children can then be given a series of experiences, such as the watering of the plants, referring to the care of the grass in the summer time. They can care for the canary bird, and water the chickens, dog or any other animal. What various ways of drinking these creatures have. How do their manners differ from ours?

II.—Use of Cold Water for Bath Purposes, for Both Man and Animals.

Observe the canary bird bathe. If it is warm enough there may be opportunities of observing other birds drinking and bathing in pools in the street, or other places.

It may be convenient to give the pet dog a bath.

III.—Uses of Hot Water in the Home.

Let the children perform some acts of service through which they can have the opportunity of cleaning—perhaps scrubbing the kindergarten work-benches, or of washing glasses, or anything else that presents itself as a necessity.

IV.—Uses of Cold Water in the Home.

There are several lessons that would come under this head. One might be the washing of potatoes or vegetables. Such a lesson could be given in the kindergarten, especially if it were supplied with a number of pans. By arrangement some mother could send potatoes to the kindergarten, and they could then be washed and returned, ready to be used for the family dinner. (The children should be provided with aprons for all such domestic work.) The other occupations could be the washing of windows. The materials for this lesson are pans, wash-cloths, dust-cloths, towels and neatly cut pieces of newspaper laid out in such a way as to impress the children with the order of the whole. Allow the children to do as much as possible alone. Let them work on one pane of glass, first dusting, then washing, wiping, and finally polishing it with the newspapers. The cleaning of one pane of glass by each will be sufficient for one lesson, as time must be allowed the children to put away all of their materials neatly.

V.—Use of hot water as a drink and for bathing purposes.

VI.—Use of hot and cold water. Have a dolls' washday.

As a preparation for this the children will be told in time to bring their dolls, with any soiled clothes they may possess, to the kindergarten. It is to be hoped that the kindergarten also possesses a family of dolls.

The children will then make little laundry books, and after sorting white and colored clothes belonging to the individual dolls, each child will make a record in his laundry book of the pieces for which he makes himself responsible. This will be done by cutting out of paper, tiny dresses, skirts, stockings, etc., according to the number to be washed, and pasting them in order in each doll's book.

This experience of washing will include the process as it is usually carried on, the children washing, rinsing, blueing, and starching the little clothes, finally hanging them in the sun to dry. Then all the materials must be put into order and laid away.

VII.—Life on the water—ducks and geese. —Observation of ducks and geese. Follow this up by a suitable occupation. Insert a pan of water in the sand-tray, and let the children float ducks and geese cut by them in such a way as to make floating possible. Let them experiment and find this out for themselves. Wax paper can be used.

VIII.—Life in the water—frogs. Visit a frog pond if possible. Have the children take a frog back with them to the kindergarten, together with stones and shells to be placed in a globe. The children will then feed and care for the frog indefinitely. Frog eggs can also be placed in a glass jar, and the children allowed to watch them develop.

IX.—Life in the water continued—fish.—Visit a pond or stream, and allow the children to feed the fish. It may be possible to observe and buy several gold fish. These can be put into an aquarium and also cared for every morning by some little group.

X.—Visit a stream or some other suitable place where the children can obtain water plants, stones and shells. These can all be added as decoration for the aquarium.

XI.—Water as a carrying power.—Experiment with different objects, such as stone, iron, cork, wood, to find out which floats.

XII.—Observation of logs on a stream, of rowboats, sailboats, steamboats and the like. The children can make tiny wooden boats with a sail of the right size. They will enjoy experimenting with the sail, cutting it down so that it will not be too heavy for the weight of the boat.

The lessons here indicated are only intended as suggestions, for each teacher should carry out the plans much more fully than is indicated here.

PLANS FOR PRIMARY GRADES

SUBJECT: Water and some of its Correlated Interests.

Water, as a Kindergarten subject, should deal with the different uses of water. In the first, second, and third grades, this study can be continued by letting the children make simple little experiments. What will water do?

a. Place a sponge in water; call the children's attention to rain soaking into the ground and the like. (Water soaks into certain things.)

b. Let the children see what happens to salt and sugar when put into water. (Water dissolves certain substances.)

c. Experiment with cork, paper, wood, and the like, and with iron and stones. (If objects are light they float; if heavy, they sink into the water.)

Let all experiments for the lower grades be as natural as possible. As often as it can be arranged, choose incidents from the home life, and make these the basis of primary science lessons; e. g. to study steam, let the children make a pot of tea. This lesson, as will be shown will include the discovery of the effect of heat upon water, and the children will also readily recognize the three or four properties of water with which they have already become familiar.

I.—Lessons to Be Learned in Making Tea.

a. Fill the tea-kettle, and place it over a stove or an alcohol lamp, with enough water to allow the cover to clap when the water boils. When water boils, it sends off steam which first becomes visible a little above the spout. What is this steam? Place a cool plate over it. The steam condenses and collects in drops, enough for the children to see that it is water. Steam is a fine "water dust," which, as soon as the cold plate is applied, turns into drops of water. Steam also increases in power till it is strong enough to lift the lid.

b. Place the right amount of tea in a teapot and pour boiling water over it. The children observe that the light tea leaves rise, until they become heavily saturated, then sink. (A light weight floats on the water; if made heavier, sinks.

c. Enough of the tea is then poured out to cover a lump of sugar; the sugar disappears, and again the children observe that water dissolves certain substances. Next day a summary of these observations can be made by the children.

I.—Rapid Evaporation.

Another day this water in the tea-kettle can be left till the water boils away, and like magic both water and steam disappear. They have entirely *evaporated.* Is the invisible vapor still present in the air? Call to mind what happens when we breathe warm breath into the cold air; the meaning of frosty windows or of the water drops on a cold glass.

II.—Slow Evaporation.

When occasion presents, notice what happens to this wet towel that is hung in the sun. Hang another in the shade. Which dries sooner? Where does this moisture go? Into what does the water change, and why? Experiment to find out whether things dry on a damp day.

How do sidewalks and roads dry on a sunny day? Let the children watch vapor rise from pools, ponds, or any damp place. Where do the little clouds of vapor go? Each one as it rises from the sidewalk, road, or wherever it may be, takes a journey toward the cold land of the sky. But here the cold drives all the vapors together until there are so many they grow into a cloud. When the cloud gets too heavy what happens?

III.—Clouds.

Observe the color of clouds on a clear day. How are they distributed over the sky on a dark or rainy day? On certain days they resemble various forms, plants, trees, animals, etc. Observe clouds at sunrise, sunset, in the moonlight, also the way they move. What determines their direction? What effect has wind on the clouds on a clear day? Let the

children observe the sunset; paint it. Have windy day studies, and fill the children with an inspiration for truthful expression. Such a subject as clouds is only of value in so far as it brings the child into closer touch with nature, arousing him to interested observations. The usual test for the selection of a good nature study subject for the primary grades will be the amount of opportunity the subject matter offers for activity of the hand as well as the eye.

IV.—Rain.

Observe a rainstorm. Note how the rain falls, whether fast or slow, the size of the drops at first, and during a following hard shower. What effect does the wind have on the direction of the rain? Study the qualities of soft water collected during a rain, and hard water taken from spring or well. This can best be demonstrated by the use of soap with the water. Note also the difference in color between the two. The planting of seeds in the garden should be followed by the observations of the children, before and after, a rain. Let them again illustrate their observations.

V.—Fog.

Study fog on a foggy day. Like what does fog feel, and how do things look through a fog? What effect does it have upon sidewalks, fences, and the like? How is fog related to vapor or steam; to the clouds? Fog is a cloud on the earth. A cloud in the sky is a far-away fog. A fog at sea makes sailing dangerous because the sailors cannot see through a mist, and ships often go astray. Observe how the fog rises when the sun appears. Where does it go?

VI.—Dew.

After a warm summer day we are glad when the sun sets for then things begin to cool. The grass especially so recently warmed by the sun is now quite cold, and as we walk through it our feet begin to feel damp. "The dew is falling." *a.* Take a cold mirror, and show by breathing upon it what happens when the warmer air breathes on cooler objects. *b.* Warm the mirror and the children will see that the moisture has little effect upon the surface. Where does the dew go during the day? Place a damp mirror in the sun to demonstrate what happens.

It should be remarked that, in the use of such subjects as steam, fog, dew, and the like, being mainly observational studies, they only deserve a place in any *primary* plan when they are treated incidentally, as the occasion presents itself in connection with other interests.

Possible Suggestions for Older Children.

What becomes of the water that falls to the ground as rain? The children can construct a rain-gauge for measuring the rainfall. Instructions for the making of the same are to be found in Prof. Meyer's *Rational Arithmetic.* It makes little puddles and streams, fills ditches and ponds. What becomes of the many little streams that may be seen after a heavy storm? (They join together and form larger streams called brooks.) What become of the brooks? (They flow into the rivers.) And what becomes of rivers? (They flow into lakes and seas.) This will serve as an introduction to the study of forms of water. These may be worked out in a sand box.

Does all the water that falls from the sky either as snow or rain, get into the brooks, rivers, lakes, oceans, and the like? This introduces the subject of springs and surface water, the explanations of which may be found in any good physical geography and may easily be explained and demonstrated to children. A good book for relative reading as well as for reference, is *Uncle Robert's Geography*, by Col. F. Parker, published by D. Appleton & Co.

Visit a spring if possible. Taste the water, take its temperature, test its purity: e. g. filter it through a clean, fine cloth. Let this stand in a glass for the sediment to deposit.

Notice the incrustation on inside of teakettle in which spring water has been boiled. Ascertain the depth of the various wells in the neighborhood, if there are any.

Observe the amount of variation in depth of wells not far distant from each other. Some attention may be given to the evolution of the force pump. Show pictures of old-time "well sweep"; later of the windlass and bucket, and the like. Children in cities may be led to investigate the city water system; source of water and the system of distribution. Visit the city water works.

Surface Water.

Dig several holes in low ground in the neighborhood of a swamp. What happens to the hole? (Fills with water.) Is the water cool and clear like spring water? Take temperature and make test of purity as with spring water. What kind of soil was found at the point where the water came into the

hole? Where did the water come from? What does the rising of water into holes show? (That water seeks its lowest level.) Demonstrate this in various simple ways. Show the children a swamp, and call attention to the light green color and rank character of the vegetation. What makes this? (The water.) This may lead to the discovery of the fact that vegetation may be made a means of determining to some extent, the height or depression of land. What plants grow in swamps? Lead the children to identify the cattail, bulrush, sagittaria (arrowhead), and to distinguish various reeds and sedges from grasses. A certain swamp and ditch "grass" with triangular stem (sedge), is very good for basket work, being strong and flexible, and does not cut.

An Animal That Lives In and Out of Water. Crayfish.

Call the attention of the children to the many little holes in the neighborhood of a swamp. What made them? (Crayfish and snakes.) Look for cast-off skins or shells of crayfish. Try and capture a live one and observe its peculiar structure. How many legs has it? (Ten.) Notice its protruding eyes. Why thus placed? (To enable animal to see backwards.) They are really on the end of movable stalks. Examine carefully the jointed, limy shell. Can children see any resemblance between this and egg shells? Notice the color of its shell. Do children see any likeness between its color and environment? How does the animal protect itself? Examine its great claws. Observe the little claws or toes on each leg. Notice how its young are carried and protected. They are held by swimmerets on the under side of the mother's body. Try and capture a mother crayfish with its young. Does the shell of a crayfish look as though it would stretch? How can an animal grow if its shell will not stretch? Explain moulting process. Keep a young crayfish in an aquarium and watch the moulting process. Watch a crayfish swim. Does it go backward or forward? (Backward.) Try and find out what it eats, and capture one early enough to see its eggs. (March.) They can live out of water part of the time. Those who live near the sea can catch and keep in sea water the lobster. Crayfish can be collected with nets from under stones in creeks or ponds. The lobster and crayfish are cousins, and the habits of each can be observed with pleasure by the children. Emphasize the difference between crabs, salt water crustaceans and crayfish. How do the[y] dig? Try and watch one.

What other animals live in water all o[r] part of the time? (Turtles, frogs, fish, musk rats, beaver.) Study some of the salt wate[r] animals if the environment of the childre[n] affords the opportunity.

Goldfish are a delight when kept in a larg[e] enough aquarium. For suggestions as to th[e] care of them see the New York Fish Cul turist.

For books and supplementary reading see

Emilie Poulsson's *In the Child's World:*
- a. *Stony and Rocky,* Annie Allen.
- b. *The Brook and the Water Wheel,* Chas Foster.
- c. *The Little Hero of Haarlem,* from Sharpe's Magazine.

Songs—Fannie S. Knowlton's *Nature Songs for Children:*
An April Rain.

W. G. Neidlinger's *Earth, Sky and Air in Song,* Vol. 1.
The Rainbow.

Jessie Gaynor's *Songs of the Child World,* Vol. 1.
- a. *The Fountain.*
- b. *The Water.*
- c. *Pit-a-Pat.*
- d. *Blowing Bubbles.*

Louise Warner's *A Dozen and Two.*
Rain Song.

Patty Hill's *Song Stories for the Kindergarten:*
Rain Clouds.

Poems—Frank Dempster Sherman's *Little Folk Lyrics:*
- a. *The Dew Drop.*
- b. *The Rainbow.*
- c. *The Clouds.*

Mary Lovejoy's *Nature in Verse:*
- a. *The Frog,* from Mother Truth's Melodies.
- b. *The Rainbow,* from Mother Truth's Melodies.

Phoebe Cary's *Poems:*
- a. *Rain and Sunshine.*
- b. *The Mill.*

Claxton & Valentine's *A Baker's Dozen for City Children:*
- a. *The Goldfish.*
- b. *The Water Cart.*
- c. *The Fireman.*

THE STORY OF A RAINDROP

MARY A. PROUDFOOT.

I am only a drop of water, but I used to belong to the great ocean. One bright day all the water drops became sprites, I among the rest, and we mounted our water-steeds, and rode high on the waves, and then, leaping off, scattered, like thousands of sunbeams. But, finally, our steeds threw us higher into the air than we had ever gone before, and then it was that the sun caught us up as sparkling mist, and sent us up to a cloud.

Here the sun left us, and we rode along so high above the earth that all the houses and people looked like toys. Once we bumped right into the top of a mountain. I did not like this, and besides, it was cold. Every time we met any other little cloud it joined us, packing us closer and closer together. At last I could hardly move; and, I am ashamed to say it, I grew angry and scolded.

I was about to cry, when suddenly a cold breeze came up and drove us along faster.

"'Good mrning to you, Cloud-children. Do not cry. It seems to me I heard scolding. Remember that the sun is always behind the cloud, and if you are not cross, some day, when you become rain drops, the sun may shine on you and make you part of a beautiful rainbow.

"But now, since you do not like riding with nothing to do, I will tell you a secret. If you are not afraid to shake yourselves up a bit, you can join hands and become rain drops.

"Farmer Brown's field needs rain. Indeed, if the rain does not come very soon, the wheat will not grow, and the children will have no bread for the long cold winter."

"Let's go," cried the Cloud-children, and immediately it grew dark. Clap, clap, clap went the thunder through the sky! Then such a bumping and pushing as there was, but every one was happy, and in a few moments we were all rain-drops. Faster and faster we fell, and how many of us there were!

The wheat fields could not even use us all, and sent some of us running away in a little stream that at last reached the brook, into which we all tumbled with a splash. Over and over we rolled for days, and I was beginning to think I would be of no use at all, when one day a boy came down to the brook, and caught me up in a pail with some other drops. After we had reached the house, I heard some one say, "Yes, mother, supper is almost ready, but I must make the tea." Then came a big dipper into the pail, and we were poured into a dark place where a door was slammed over our heads. There was only one tiny window here, away out of my reach. I did not like the dark so I stood as close to the little light as I was able, but stand on tip-toe though I would, I could not see out. It grew too warm, too; I could not stand still, and in order to forget how warm it was, I began to sing. Then sure enough I did forget everything, for I began to feel light-headed, and I do not know what happened to me next, unless the heat changed me into some kind of a fairy (a vapor-fairy, I have been told since). At any rate I was no longer a rain drop, and without wings or sails, like a breath I floated up above the others to the ceiling of the little dark house.

There I was close to the door. "Now," thought I, "surely if you are a fairy, you are strong enough to open that door," and so I pushed and pushed with all my strength and at last for one little moment it opened, and out I slipped. I thought that I was alone, but no sooner did I come up into the cooler room than I saw other fairies about me, who, like myself, had been vapor-fairies until the cold breathed on them and brought them together.

At that moment the boy called, "Oh, mother, see the steam!" and away we floated out of the window. The cold had changed us from vapor-fairies to steam.

Up, up we sailed as a little steam cloud, but somehow before long we all seemed to want to go different ways, until one by one we lost each other, and wandered about again as unseen fairies.

Others must have come floating upward too, but not one of us saw any of the others until we came up into that cold land of the mountain top. Here, glad to meet again, we all rushed into each other's arms, and once more became a large cloud.

THE MILL.

Words by Mary A. Proudfoot. Melody by Frederic James Long.

Moderato.

mf

rit. *a tempo.*

The mill be-gins at ear-ly morn To grind the grains of yel-low corn; It crush-es them to gold-en meal, As day by day re-volves the wheel.

THE BROOKLET'S STORY.

MARY A. PROUDFOOT, B. S.

I leap and spring from rock to rill
And trickle down the mossy hill,
I travel over little stones
In laughing babbling, bubbling tones.

From lofty heights I hurry down
Past bridges to the little town,
And winding by a grassy lane
I pass through verdant fields of grain.

I set the bluebells all in tune,
Which wake the fairies up at noon,
Who in their little blossom boat
Upon my silver wavelets float.

I turn, I twist around, about,
And food I bring to shiny trout,
Who go to sleep in hidden nooks,
In shady places found in brooks.

I dip and skip, I twirl and twine,
I cause the little shells to shine;
And chatter, chatter, as I go,
Into a river soon to grow.

Then of a sudden comes a crash,
And o'er a mill-dam down I splash,
With roar, and pour, and sweeping sou
To make the miller's wheel go round.

The mill begins at early morn
To grind the grains of yellow corn.
It crushes them to golden meal,
As through the day turns round the whe

O, follow me, and hear my song,
As I with laughter trip along,
And learn a lesson every day
Of how to work and how to play.

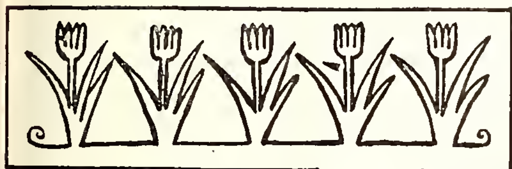
DRAWING, CUTTING, PAPER FOLDING AND PAPER TEARING FOR MARCH.

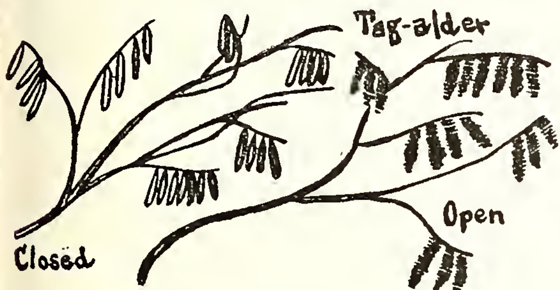
By LILEON CLAXTON

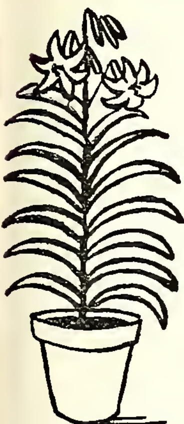
The first signs of awakening nature may be observed in March. But Winter seems still to be upon us. It is better to not try to force development of seeds and twigs but rather let us be content to accept what March brings with her and wait patiently for the treasures of each month as she takes her time lead naturally to the study of the habits of mother hen and her chicks. This may be delayed until the beginning of April if the study connected with the farmer at his spring work will leave sufficient time for it.

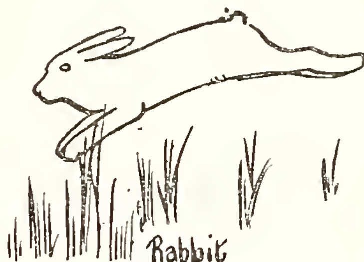
The March winds give rise to many beautiful effects that can be reproduced in drawing and cutting, while the windmill is ever a delight to the children.

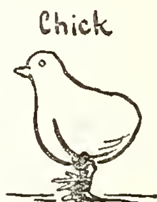
The song of the bluebird is the first to notify us that Spring is here and her brilliant blue is a fit

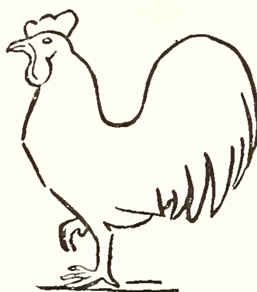


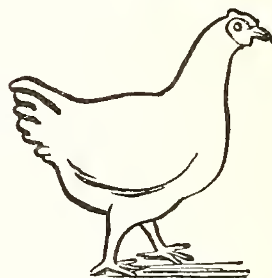


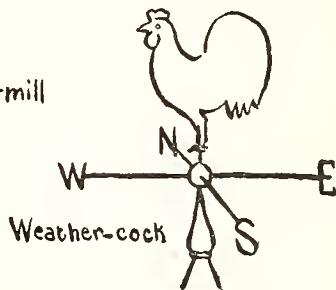












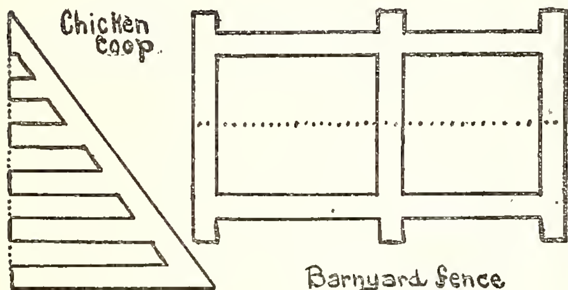
place with the others. In March we have the pussy willow and tag alder buds developing in the fields and at the brook side. The lilac twigs begin to show signs of life. The crocus plants are in full bloom for St. Patrick's day and the hyacinth leaves are beginning to push through the earth. Easter may or may not fall within this month, but if not active preparation for it is evident in the toy shops and regular places of business. The resurrection thought is symbolized in the lily bulb and the egg and so these should be given place at the Easter tide. The prevalence of beautifully decorated eggs and the prominence of the chicken family at this subject for our young artists. During the winter months there are many more fire alarms than at any other season and so the fireman may well be chosen to represent the helpers who have so greatly assisted to make the children comfortable and happy. The children should be told of the bears coming out in March to see the indications of an early or late Spring. The making of a Teddy Bear as described in a previous article would be pleasant employment for the day on which that story is told.

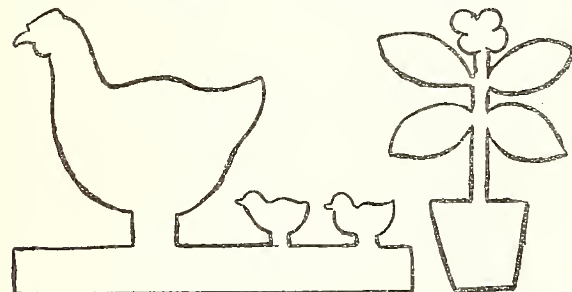
Drawing.

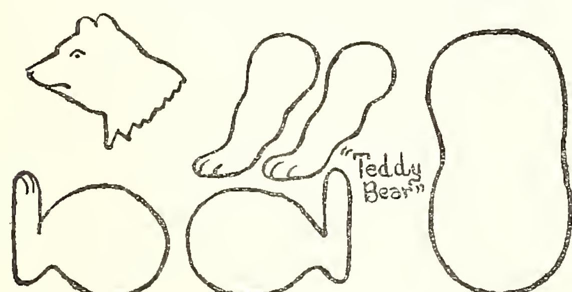
Crocus border.

Tag alder twig in different stages of development.

Pussy willow twig in different stages of development.
Easter lily plant.
Easter eggs.
Cluster of Easter lilies (book cover).
Rabbit.
Hen.
Rooster.
Chicks.
Windmill.
Weather cock.







Free Drawing.

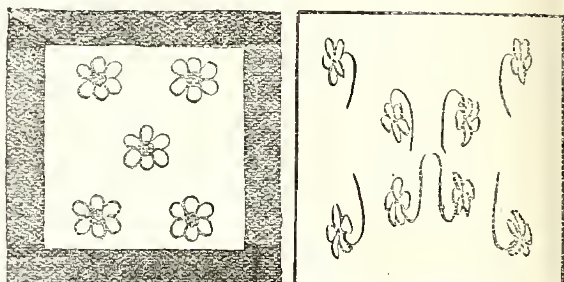
Easter gifts, rabbits, chicks, eggs, etc.
Flower store at Easter time.
Chickens at various employment as eating, drinking, nesting, etc.
Trees bending to the wind.
Clothes on line blowing in the wind.
Child flying kite.
Fireman at work.
Illustrate story work.

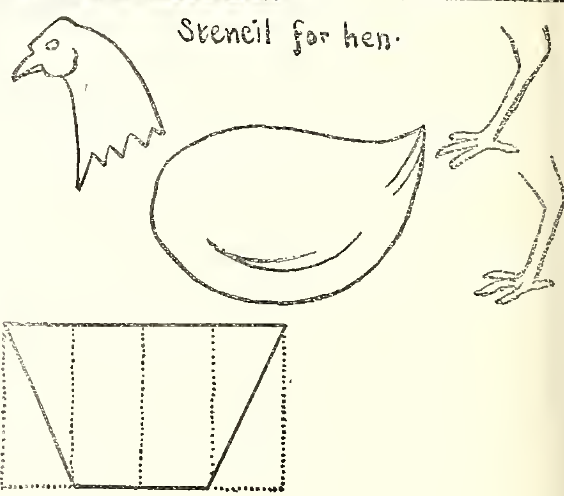
Practice Drawing.

Eggs.
Ladders.
Bare trees.

Cutting.

Hen.
Rooster.
Chickens.
Chicken coops.
Barnyard fence.
Eggs.
Rabbit.
Teddy bear.
Flower pot with plant in it.
Ladders for firemen.
Hen and chicks on one base.
Illustrate story work.





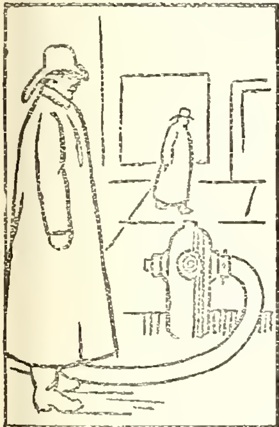
Drawing and Cutting.

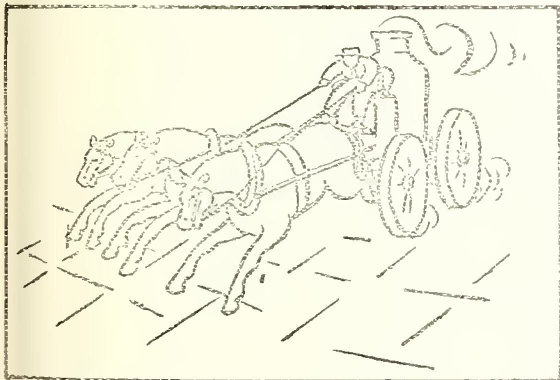
Crocus border. (Paste in a decorated spool box).
Easter lily. (Paste in a decorated spool box).
Hen.
Rooster.
Rabbit.
Teddy bear.
(These should be made from stencils. Make each part separate and fasten together as described before).
Bluebird. (From a stencil and paste on a drawing of a tree).
Burning houses.
Fire engine and horses.
Hydrant.
Firemen.

Folding and Cutting.

Flower pot.
Easter basket.
Box for nest of a setting hen.
Pin wheels.
Kite.
Windmill.
Weather cock.

To make the flower pot take a four inch square of terra cotta colored folding paper. Fold the diameter from front to back. Fold the right and left edges to this diameter. Fold the right edge on the back of paper from the top corner to the bottom of the first fold. Do the same with the left edge. Cut off the triangular pieces on the slant fold.





The Easter baskets may be decorated in a variety of ways, as shown below, but the form need not be varied.

1. Make the two sides of the paper contrasting colors with wax crayons. Make the handle of the same color scheme.

2. Tint the center one color and the border a different shade.

3. Scatter small flowers over a white sheet of paper. (Forget-me-nots, daisies, and violets are effective.)

The paper must not be too heavy or the basket will not fold well. Fold sixteen squares and the two diagonals. Lift up two adjoining sides and hold them firmly together on the folds of the corner square. Lay these folds on the diagonal of the square and press the edges down. Tie the corner with a ribbon or worsted of the proper color. Repeat this at each corner. Paste the handle over the diameter or perforate holes and tie with ribbon. Snip green tissue paper and fill the basket. Place in eggs or other Easter gifts.

The pinwheels are made just as the children make them at home. Fold diagonals; cut to within one inch of the center; lay over one corner to the center; ship the adjoining corner and lay over the next. Continue this till four corners have been taken. Fasten with a pin or tack to the end of a meat skewer.

The kite is simple and practical. Fold one diagonal; place paper so the diagonal runs from front to back. Fold right and left edges at bottom of kite to the diagonal on back of paper. Either paste or cut off the pieces at back. Paste a slat from top to bottom and right to left at widest point. Fasten on a string and tail.

The windmill: Take a large square of heavy paper. Mark it to represent stones; fold the diameter from top to bottom. Fold each side to the diameter. Fold each side to the last fold. Paste the sides together and the mill is ready. To make the wheel to catch the wind take a small square of paper and fold diameter and diagonal. Cut diameter and diagonal to within one inch of center. Every other one of these triangles must be cut off near the center leaving four joined at the center. A rod of some sort is stuck through this and then through the fold that is the front of the windmill and again through the back of mill.

The weather cock: Take four two-inch circles of different colors. Fold one diameter in each. Cut large print letters from the newspapers—N—E—S—W. Paste one on each circle below the fold. Draw, color and cut a small rooster. Secure a large spool for the standard of the weather cock. Take four strips of heavy cardboard, such as edges of box lids, etc., about four inches long. Paste the N—E—S—W circles on one end of each of these strips, so that the letters hang down and all face one way. Perforate a hole in the other end of each strip. Push a meat skewer or a twig through the center of the spool. Paste the cock on the twig. The twig should move around in the spool so that the wind can make the weather cock turn.

SOME STORIES ABOUT TOMMY

ANNE BURR WILSON.

Spring Time Comes.

All thru the winter the snow was piled deep over the farm yard; a person could only guess where the garden began and ended, and who could remember just where the pansy bed had been? There certainly was no sign of these things now, for everywhere it was white and frozen; indeed, as soon as there was a speck of dirt, Jack Frost would send more snow to cover it, and if some warm noon the sun began to soften the crust, by night time it would be frozen as if nothing could ever move it again.

By the fence was a great drift of snow and ice that Tommy and the boys called Jack Frost's fort, for he had made it as strong as a rock. All of them together could not batter it down, tho they made war upon it day after day. At first they fired cannon balls made of the hardest of snow, but these either broke into bits against the hard fort, or came rolling back down its steep side. Then they battered it with swords made of the stoutest of broomsticks, but the fort was stronger than even these, and some of the swords were broken in the soldiers' hands,—while the fort was as strong as ever.

After that, the whole army made a dash to its very top, and tried to trample the fort down; you should have seen their legs fly, and their heels dig at the snow and ice,—but Jack Frost was too much for them and still held it as firm as ever.

After a while the noonday sun grew stronger, and one day the brook ran away across the fields once more; then the snow on the road began to melt and race down the hill to join it. The path, too, that led to the barn grew brown and muddy, but still the heaps of snow on either side of it were piled high,—and still Jack Frost held his fort.

It would take more than the noonday sun to get it from him, for he worked early and late, and whoever conquered him must do the same. Therefore, each day the sun came a little earlier and stayed a little later, sending hotter arrows against the snow and ice, until after a while patches of grass began to show on the lawn, and some brown spots of earth in the farmer's garden; then, surel[y] there was the pansy bed just under the si[t]ting room window. Even the fort was final[ly] growing smaller, tho the foundations we[re] still firm and hard.

To tell the truth, Jack Frost had go[ne] away and left it, and soon there would [be] nothing to show where it had been, for t[he] sun had at last proven himself the strong[er] and now might have things his own way [as] long as he would get up early enough to a[t]tend to them.

Wherever he went, I hope Jack Fro[st] found another good playfellow. As for To[m]my, he put away his skates and sled in t[he] attic until next winter; for down by t[he] bubbling brook there were pussy willow[s] and a fat robin had hopped on the ve[ry] fence where Jack Frost used to hold the fo[rt] —and told everybody in the farmhouse th[at] spring had come.

PLAYHOUSE CORNER.

BERTHA JOHNSTON

In the early part of the New Year the su[b]ject of the carpenter and the home and she[l]ter are taken up in many kindergarten[s]. The little story of Katherine Chur[ch] will supplement admirably the mornin[g] talk upon homes and home-making.

In connection with this topic many ki[n]dergartners and mothers may find the fo[l]lowing suggestion a happy one for scree[n]ing off a corner of kindergarten room [or] play-room for the children's special pro[v]ince.

Froebel makes much of the self-testin[g], self-developing principle of "estrangeme[nt] and return," even with little children. T[he] young child who might dread too great [a] separation from his mother will enjoy pla[y]ing behind this small facade through who[se] windows he can occasionally look to s[ee] that mother is still in the room busy wi[th] thread and needle. The older children w[ill] find it suggestive in a variety of ways.

Directions for Making.

Buy for 39 cents, a small clothes-hor[se] and three yards of some bright red or cri[m]son dress-lining (5 to 10 cents a yard.)

Measure this against the three wings [of] the clothes-horse and cut it a trifle wider [on] each side, than each wing. This material [is]

o be attached to the frame as three sides of a house, thus: Fold in the raw edges and attach **temporarily** with thumb-tacks; or a cord may be sewed into a loop at each upper corner and this can be suspended over the projecting ends of the horse.

While still temporarily suspended, cut into the upper part of each wing of the cloth a space to represent a window. If desired the opening need not be entirely cut away, but may be so planned that two flaps may be made which will serve for shutters.

Now remove the muslin, place on a large flat surface (the floor will do), and outline bricks upon it with shoe-blacking, using the accompanying sponge.

Hang up once more and pin in the windows small pieces of white lace or muslin.

Screen off a corner of the kindergarten room with this and let the wee children keep house behind it.

LUNATIC'S WILL.

(By a man who was not wholly mad.)

There are other riches beside mere gold and silver and worldly goods—riches that are the heritage of all—is brought out in the following striking will made by a lunatic. This remarkable document, drawn up in proper legal form by a man who died in the Cook county insane asylum at Dunning, Ill., recently came into the possession of Justice Walter Lloyd Smith of Elmira.

The will reads:

I, Charles Lounsbury, being of sound mind and disposing memory, do hereby make and publish this, my last will and testament, in order as justly as may be to distribute my interest in the world among succeeding men.

I give to good fathers and mothers, in trust for their children, all good little words of praise and encouragement, and all quaint pet names and endearments, and I charge said parents to use them justly and generously, as the needs of their children may require.

I leave to children inclusively, but only for the term of their childhood, all and every the flowers of the fields and the blossoms of the woods, with the right to play among them freely according to the customs of children, warning them at the same time against thistles and thorns. And I devise to children the banks of the brooks, and the golden sands beneath the waters thereof, and the odors of the willows that dip therein and the white clouds that float high over the giant trees. And I leave the children the long, long days to be merry in, in a thousand ways, and the night and the moon and the train of milky way to wonder at, but subject nevertheless to the rights hereinafter given to lovers.

I devise to boys jointly all the useful idle fields and commons where ball may be played; all pleasant waters where one may swim; all snow-clad hills where one may coast; and all streams and ponds where one may fish, or where,when grim winter comes, one may skate; to have and to hold the same for the period of boyhood. And all the meadows with the clover blossoms and butterflies thereof, the woods and their appurtenances, the squirrels and birds, and echoes and strange noises, and all distant places which may be visited, together with the adventures there found. And I give to said boys each his own place at the fireside at night, with all pictures that may be seen in the burning wood, to enjoy without let or hindrance and without any incumbrance of care.

To lovers, I devise their imaginary world with whatever they may need—as the stars of the sky, the red roses by th ewall, the bloom of the hawthorn, the sweet strains of music, and aught else they may desire to figure to each other the lastingness and beauty of their love.

To young men jointly, I devise and bequeath all boisterous, inspiring sports of rivalry, and I give to them the disdain of weakness and undaunted confidence in their own strength, though they are rude. I give to them the power to make lasting friendships, and of possessing companions, and to them exclusively I give all merry songs and brave choruses, to sing with lusty voices.

And to those who are no longer children or youths or lovers, I leave memory, and I bequeath to them the volumes of the poems of Burns and Shakespeare and of other poets, if there be others, to the end that they may live over the old days again, freely and fully, without tithe or diminution.

To our loved ones with snowy crowns I bequeath the happiness of old age, the love and gratitude of their children until they fall asleep.— Williston Fish in Harpers Weekly.

Pedagogical Digest Department

PROGRESS OF EDUCATION IN ITALY.*

EDUCATION OF DEPENDENT, DEFECTIVE, AND DELINQUENT CHILDREN.

Extensive provisions, chiefly of a private nature and rather largely by the religious organizations, are made for the care and education of dependent children. The State aid for such children is practically nil, although municipal subsidies aid greatly in the work. As the revenues for the maintenance of such institutions are limited, they aim, so far as lies in their power, to augment the earning power of the children at an early age, in consequence of which the distinctly educational work is much slighted or altogether neglected.

A few, like the Conversini Home at Pistoja, emphasize the educational and economic aspects of manual training. The school at Pistoja is for poor boys who are not orphans. It has an endowment of a quarter of a million dollars, which has enabled it to provide an excellent agricultural and industrial plant. The boys are given one-third of the profits of their earnings, which is deposited in a savings bank and may not be drawn out until they have reached the age of twenty-one years. There is a school for girls along somewhat similar lines at Piacenza.

Most municipalities have homes for orphans and abandoned children. The Orphanage of the Bigallo, at Florence, for example, cares for 900 abandoned and neglected children, and the Home for the Innocents in the same city, for 700 illegitimate children. The problem of the care of illegitimates in Italy is a serious one. The normal rate of illegitimates is high in Italy, reaching in the province of Rome 17 per cent of the population born; and the duplicate marriage by State and church has increased the apparent rate since the unification of Italy. The State recognizes civil marriages only; and, as some of the priests who are antagonistic to the State celebrate the marriage without requiring compliance with the civil code, wives are often abandoned without any civil remedy, and all children which are the result of such marriages are illegitimate in the eyes of the law.

The most notable departure in the care of dependent children in Italy is the increased adoption of the placing-out system, in vogue in Massachusetts and several other American States. There is a growing conviction among Italian philanthropists that the institutional care of dependents, no matter how efficient the educational work may be, does not fit them for independence and self-support, whereas the boarding-out system secures for the children the advantages of family life and training. Many such children are now boarded with foster parents at Volterra and it seems probable that this method of caring for the dependent will in the future be more generally adopted in Italy.

In spite of financial handicaps the Italian schools for the deaf seem to be doing excellent work. There are 46 schools for deaf children in the Kingdom, the chief ones being at Milan, Naples, Rome, Florence, and Genoa. There are two deaf schools at Milan—the Royal Institution, which has 50 children from the better social classes, who pay $160 a year; and the School for the Indigent Deaf, which cares for 120 poor children. Both institutions are excellently housed, and the former has a liberal and efficient teaching force. The Royal Institution at Rome cares for 115 children, 80 of whom are educated at the expense of the municipality.

Of more than 4,000 deaf children of school age in Italy only 2,300 are receiving school instruction. So far as I was able to learn the State was generally blamed for this condition of affairs. It bears only a little more than 4 per cent of the expense of the education of deaf children; municipalities bear 35 per cent of the burden, the parents of such children bear 5 per cent of the cost, and the remainder is borne by private charity.

In spite of an abbreviated course of instruction and a shabbily paid teaching force the Italian deaf schools maintain a high standard of efficiency in articulation and lip reading, and much of their work in manual training is of an educative and practical nature. Italy has been a real leader in the oral method of instructing deaf children and at the Third International Congress of Teachers of the Deaf, held at Milan in 1880, she

*By Will S. Monroe, State Normal School, Westfield, Mass. From advance sheets of the U. S. Bureau of Education, with permission of the U. S. Commissioner of Education.

was able to influence rather profoundly France, the United States, and several other countries less progressive in their methods of instruction.

The feeble-minded in Italy, among the poorer classes at least, get little or no school training. Several of the lunatic hospitals—at Rome, Siena, and Reggio—have departments for idiotic youths, but these are mere places for detention and not for training. Several eminent Italian scientists and publicists, like Professor Tamburini and Doctor Sante de Sanctis, have urged the establishment of schools for the mentally deficient and feeble-minded after the pattern of German, English and American institutions, but little has as yet been done. There are a few schools for such children, but they are more or less of the nature of private enterprises and chiefly for the care and training of the mentally defective children of the well-to-do.

A school for the poorer classes of mental defectives has been opened at Rome by Doctor Sante de Sanctis, but it is more in the nature of a clinic for psychiatrical experiments. There is a small private school at Milan under the direction of Signora Segatelli, another at Settignano, near Florence, and the Emilian Institute at Santo Giovanni, in Persiceto, which is under the direction of Professor Tamburini. Perhaps the nearest approach to an American school for the feeble-minded that one finds in Italy is the Gonnelli-Cioni Institution at Vercurago, in the province of Bergamo. It receives both charity and pay pupils and maintains rather interesting courses in manual training, drawing, music, gymnastics, and the elementary school studies.

In the face of an appalling tendency toward crime, as manifested by the Mafia, the Camorra, and brigandage, Italy has an inefficient system of reformatory education, and the Government of "new Italy" has done altogether too little to check incipient crime. The Kingdom is inadequately supplied with reform schools of a truly reformatory character; too many of the juvenile delinquents are "farmed out" to correctional institutions under private control, where the boys are merely shut up and not trained and developed.

The eleven reform schools have 1,785 boys and 176 girls, and the thirty-three correctional institutions that are under private control protect society from 2,338 boys and 2,255 girls. Juvenile crime is less early detected and less often punished than in the United States. Nevertheless, Italy has two and a half times more children in reform schools, in proportion to her population, than we have.

The brief compulsory school period in Italy—from six to nine years of age—throws children upon the streets before they are old enough to engage in any settled occupation. Most juvenile arrests in Italy take place between the ages of nine and twelve. Fifty-five per cent of the reform school boys in the royal institution at Bologna were idle at the time of their arrest. Illegitimacy, too, looms high as a factor in juvenile delinquency. The proportion of children of known parentage to illegitimates is as one to two and one-half in the Italian reform schools. Crimes against property—theft, robbery, and receiving stolen goods—cause 44 per cent of juvenile commitments, and crimes against the person—wounding and killing—28 per cent.

EDUCATIONAL ASSOCIATIONS, MUSEUMS, AND LIBRARIES.

A forceful organization in the direction and development of elementary education in Italy is the National Pedagogical Association (Associazione Pedagogica Nazionale), which fills, in some measure, the place of the National Educational Association in the United States. While composed very largely of men connected with the State normal schools it has, in a very intimate way, been identified with most of the progressive educational tendencies of the country during the past eighteen years. It has aimed to reform and improve the normal schools, increase the efficiency of the teaching force in the elementary schools, provide for more adequate remuneration of the teachers, cultivate an interest in professional literature, and correlate the educational with the social forces in the kingdom.

KINDERGARTENS.

While not an integral part of the national system of education in Italy, kindergartens are numerous, more numerous in fact than in the fatherland of Froebel. The infant school movement in Italy was an outgrowth of the social reforms inaugurated at New Lanark, Scotland, by Robert Owen, and it antedates the organization of the first kindergarten at Blankenburg, Germany, by more than ten years.

Ferranti Aporto (1791-1858) organized

the first infant school at San Martino, near Mantua, in 1829. Aporto subsequently became rector of the university at Turin, and he succeeded in organizing infant schools in that city. Milan, Brescia, and other cities followed, and by 1840, when Froebel opened his first kindergarten at Blankenburg, each of more than a half dozen cities in northern Italy had its infant school (asilo per l'infanzia). It was not until 1880 that the term kindergarten (giardino d'infanzia) came into general use in Italy, although in recent times (since 1871) the labors of Froebel and his followers have influenced unmistakably the Italian movement.

The kindergartens of Italy are communal and private institutions, although they receive small subsidies from the National Government, and they are subjected to the very general supervision of provincial inspectors. About one-fourth of the communes have established kindergartens. They are most numerous and most efficient in Piedmont and Lombardy. In the Kingdom of Italy there are 35,000 kindergartens, with an enrollment of 350,000 children, maintained at an annual cost of $1,250,000.

Many of the Italian kindergartens are what the French call creches, and what we should call day nurseries. They relieve working women of the care of young children during the laboring hours of the day. Such sale di custodia are organized and conducted by communes and religious and charitable organizations, but the educational features of the genuine kindergarten are wanting in many of them.

Children may enter the Italian kindergarten at the age of two and one-half years, although few enter before the age of three; and they are supposed to leave the kindergarten at the age of six. Thirty per cent of the children attending the kindergartens are under four years; 58 per cent from four to six years, and 12 per cent are over six years of age.

A real obstacle in the efficient administration of the kindergarten idea in Italy is the lack of trained kindergartners. The Casati law of 1859 provided for their inspection and accorded to any person furnished with an elementary teacher's certificate the right to conduct a kindergarten. The law of 1880 provided for special courses in kindergarten training in the State normal schools of the Kingdom. Nevertheless, more than two-thirds of the kindergartners of Italy have had no special training; and the proportion of untrained among the nuns who conduc private kindergartens for the religious or ganizations is much greater. In recent year the National Government has done some thing to supplement the theoretic knowl edge of this large army of untrained work ers by the organization of extension course of lectures and conferences in many citie and towns.

Connected with many of the State norma schools, particularly in northern Italy, ar some good training schools for kindergart ners, and there are excellent private train ing schools at Rome, Naples, and Verona The Royal Froebel Institute at Rome founded by Madame Julie Salis-Schwabe, re ceived an endowment from Victor Em manuel II, and it has an annual subsid from the National Government of $2,48

The Italian kindergartens have been th subject in recent years of a deal of advers criticism. One hears with great frequenc the charge that they are prevailingly liter ary, that they prematurely force the intel lect, that their exercises are mechanical, an that too few of them have real gardens Signor Roncheti, in a recent report on th private kindergartens, asserts that the "generally sin by stuffing children's memor with mystic legends, abstruse and didati precepts, and unintelligible poetry." "Thei children," he says, "may excite the admira tion of thoughtless people, but thei achievements are only the fruit of automati drill."

Another criticism is the perversion of th play feature of the kindergarten. G. A Colozza, Paola Lombrosa, E. Graziani, an L. Ferriani have asserted that the stereo typed and mechanical games of the so called orthodox Froebelians do violence t Italian children, and they urge, accordingly greater spontaneity in the games and occu pations of the kindergarten. Ferriani say in this connection: "No toys for sick chil dren, no clown gymnastics, no plays tha occupy the mind of the child to even wors ends than school tasks, but rather, play that set the muscles in motion, plays tha incite emulation and courage, plays that ac in a compensatory fashion upon the nervou system and that make the child bold, mag nanimous, courteous, and ingenious."

As my opportunities for obtaining first hand information concerning Italian kinder gartens were greatest in Milan, I may b permitted to add a word about the move ment in that city. Milan has 491,460 inhab

tants—the second city in Italy—and it maintains sixty-five kindergartens, at an annual cost of half a million dollars. Children are admitted at the age of two and one-half years and remain until six. There are eleven charity kindergartens in the congested and poorer parts of the city, which care for more than 4,000 children. They care for poor children free, and paying pupils are admitted after the accommodation of the poor children. These kindergartens are under the control of the municipality, and a part of the scheme of public education.

There are also 15 public kindergartens in residential parts of the city where a small fee is charged, although if poor children live in the precincts they may be admitted free. There are about 6,000 children in these kindergartens. There are, in addition, thirty-seven kindergartens, conducted chiefly by religious organizations, with an enrollment of 1,500 children, and two kindergarten practice schools, connected with the normal schools, which have 150 children.

So far as I was able to judge, the kindergartens at Milan are reasonably efficient—more so than in other parts of Italy. They are better housed and better equipped. Milan is under a large measure of obligation to the late Joseph Sacchi (1804-1891), who labored so long and so earnestly to improve the condition of the kindergartens of the city. His treatise on the education of the Italian child, published in 1885, is a milestone in the history of infant education in Italy.

Connected with all the kindergartens for poor children, and with some of those for the more favored classes, are kitchens where free meals are provided for the poor.

One of the serious problems in Milan in the development of the kindergarten idea, as elsewhere in Italy, is the lack of trained kindergartners. The salaries are low, certificated kindergarten directors rarely getting more than $240 a year. Only sixteen out of the seventy public kindergartners hold the certificates which indicate careful training for the work; and with those in the charity and private kindergartens, the proportion is much less. Nevertheless, the kindergartens of Milan have the sympathy of enlightened public sentiment and the hearty co-operation of labor organizations and the Socialist party.

DIGEST OF REPORT OF SUPERVISOR OF KATE BALDWIN FREE KINDERGARTEN ASSOCIATION OF SAVANNAH, GA.

In our January number we gave a partial report of the kindergarten work being done in Georgia, but no mention was there made of what is being accomplished in Savannah. We therefore take pleasure in giving a digest of the report just received of the Kate Baldwin Free Kindergarten Association of that city. Mr. George J. Baldwin is president of the association. Miss Hortense May Orcutt is now supervisor of the work, following the good work done by Miss Frances E. Newton last year.

We learn that there are four free kindergartens, two fully supported by the association and two which are not entirely dependent upon it.

The report states a fact which other cities find to be true, i. e., that a long waiting list of children shows that the free kindergartens are inadequate to meet the needs of a community. Miss Orcutt points out that the present demand for more kindergartens comes from the representative middle class of citizens. The free kindergartens are for the very poor. As Miss Orcutt states it concisely:

"In cases where there is no room for the child we are confronted by this query on the part of the parent: What am I to do? I want my child to have a kindergarten education; I cannot afford to pay the tuition of the private kindergarten; there are no kindergartens in the public schools. The query is an intelligent one, the grievance is just. The redress is obvious; establish the kindergartens as a part of the public school system."

All of the free kindergartens in Savannah have mothers' clubs in connection with them. These are strong and effective organizations. They discuss proper diet for young children; they study the kindergarten program that mothers may better understand what the kindergarten seeks to accomplish; the educational significance to the children of such festivals as Thanksgiving and Christmas are discussed; there are talks by the doctor in charge on hygiene and some of the meetings are devoted to hand work, as the making of baskets, aprons for sale, candy bags for the children's Christmas, etc.

The last half-hour is devoted to purely social purpose, "and it is an inspiration to see

hard-working, tired mothers relax and respond to the spirit of the march, the rhythm games and folk dances, as truly benefited by these recreative exercises as are their children by the kindergarten games. This year these mothers have earned $280, which has been spent in purchasing and framing really beautiful pictures for the kindergarten, as well as shades, curtains, etc., that "best meet both aesthetic and hygienic requirements. One mothers' club put aside $50 to make a garden for the Chatham kindergarten in the spring; the mothers' clubs also co-operate by gathering nature material for the decoration of the kindergarten at the festival occasions.

One parents' meeting has been held at which fathers were present and at that meeting it was voted on motion of one of the fathers to hold another one. Similar ones will be held occasionally. One father, a house-painter, and one a carpenter, have shown appreciation of the kindergarten by offering their services in different ways.

The Free Association employs four medical inspectors for the three purposes of (1), to prevent the dissemination of contagious disease; (2) to remove disabilities of individual children; (3) to develop health and vigoor among the children by special and expert attention to proper food, clothing, sleep, cleanliness, etc. To accomplish this latter aim it has been found necessary to have special talks given the mothers by physicians. In all the kindergartens special examinations have been conducted of the skin, eyes, nose and throat, thorax and abdomen; 25 cases of adenoid growths have been discovered; many of these have been removed. The most startling fact revealed by these examinations is that over one-fourth of the children are anaemic, which means not only an undeveloped physical organism, but a starved brain as well, due to malnutrition coming from poor or improper food.

Investigation of the food given the children in their homes shows that the children are overfed and under-nourished from a diet which is made up of improperly prepared food, badly made bread, a quantity of fried food, breakfasts made up entirely of batter cakes with syrup, tea and coffee given to the children, great quantities of green pickles and bad candy.

This diet destroys the taste for wolesome food and creates a demand for stimulants.

One conclusion based on these facts is that:

"This wrong standard of diet and the lac of knowledge on the part of the mothers (how properly to prepare food shows tl great need that there is for introducing d mestic science into the public schools."

"Unfortunately the lack of health is st regarded by many "as a mysterious dispe sation rather than as a result of definite ar controllable causes. But the insistence upc good health for the children is the only inte ligent way of safeguarding the interests the community or conserving the strength the future men and women."

The Kindergarten Association recogniz the danger that threatens the city from tl vandalism of the half-grown boys who ha no suitable outlet for their energies duri the unoccupied time between school and ear evening. Accordingly as fast as suitable lea ers are found it proposes to offer the use the kindergarten rooms for boys' and gir clubs in the afternoon and evening. A boy club and a girls' club have already been e tablished in connection with the Chatha kindergarten.

The kindergartners during the past ye have made 708 visits to the homes of the chi dren. "In case of sickness or trouble tl kindergartner is the first person to whom tl family turns. Her relation to the families i the community is in no sense an implied (artificial thing. It grows out of the desi on the part of both the parents and the ki dergartner to meet in the best and wise way all the needs of the child."

At Christmas time the children of tl Chatham kindergarten sang their Christma songs to the old ladies of the Abraha Home. The children of the East Side san their songs at the Sailors' Home and thos of the South Side visited the children's war of the Telfair Hospital and presented a pi ture book they had made.

The report concludes as follows:

"President Eliot, of Harvard Universit says: 'The world is still governed by sent ments and not by observation, acquisition an reasoning; the national greatness and righ eousness depend more upon the cultivatio of right sentiments in the children than an thing else. Now, the sentiments which th American schools ought to cherish and incu cate are family love, respect for law an public order, love of freedom, and reverenc for truth and righteousness.'

"We ask you to examine this report fo

evidence of these sentiments in our kindergarten work and we believe that you will not find them wanting."

THE TRAINING OF THE EXCEPTIONAL CHILD

BERTHA JOHNSTON.

One of the important truths which scientific child-study has brought home to us with increasing emphasis is the number of children afflicted with physical defects which are answerable for the retardation of their progress in mental and moral training.

That was a revelation fraught with unending good to child-life which suggested that many a child's backwardness in reading, writing and arithmetic was directly traceable to unability to see plainly what was written on the blackboard, or to hear distinctly what was said by the teacher. Such discoveries naturally led many a teacher to new criterions in her judgment of the children under her charge and to wiser methods in her instruction.

In nothing, perhaps, is the close inter-connection between mind, spirit and body shown than in the relation discovered between mental retardation or moral delinquency with malnutrition or physical defects, such as blindness, deafness, adenoid growths, etc. Most encouraging is found to be the slow but steady progress made when the right treatment is given, and agonizing to the true teacher and the lover of children is it, when children come under their care, afflicted with ailments and weakness due to the unwise nurture of ignorant parents.

The most advanced specialists in the study of atypical children, or those which are for no matter what reason, either more than normally backward or more than normally precocious, are the ones that feel that there is great need for further careful investigation and study. Asylums for the defective of whatever nature, if fortunate in having trained observers among their corps of workers, should be able to little by little add much to our knowledge upon this vital subject. The study of the abnormal usually lightens up many dark passages in the psychology of the normal child.

One of the recent, up-to-date forms assumed by the child-study movement is that represented by the Psychological Clinic of West Philadelphia, Pa., which maintains the "Psychological Clinic," a journal devoted to the study and treatment of moral retardation and deviation, edited by Lightner Wilmer, Ph.D., of the University of Pennsylvania. The initial number of this journal was published March, 1907, and the first article by Dr. Witmer explains what is meant by clinical psychology; the "psychological clinic" having been conducted under his direction for ten years. Any child who for any reason shows an inability to progress as rapidly in school as other children who, because of moral defects, is not amenable to ordinary discipline is brought to this laboratory for physical and mental examination. If desirable, he is then sent to a specialist for nervous diseases or eye, throat, etc., specialist, as the case may require. "The result of this conjoint medical and psychological examination is a diagnosis of the child's mental and physical condition and the recommendation of medical and pedagogical treatment. The progress of these children has been followed for a term of years."

THE PSYCHOLOGICAL CLINIC

The work of the psychological clinic began in March, 1896, the first case being that of a boy of fourteen who was a chronic bad speller. Dr. Witmer says: "Here was a simple developmental defect of memory; and memory is a mental process of which the science of psychology is supposed to furnish the only authoritative knowledge. It appeared to me that if psychology was worth anything to me or to others it should be able to assist the efforts of a teacher in a retarded case of this kind."

In December, 1896, Dr. Witmer outlined a scheme of practical work in psychology which he gave before the American Psychological Association. This comprised:

1. The investigation of the phenomena of mental development in school children, as manifested more particularly in mental and moral retardation, by means of the statistical and clinical methods.

2. A psychological clinic, supplemented by a training school in the nature of a hospital school, for the treatment of all classes of children suffering from retardation or physical defects interfering with school progress.

3. The offering of practical work to those engaged in the professions of teaching and medicine, and to those interested in social work, in the observation and training of normal and retarded children.

4. The training of students for a new profession—that of the psychological expert, who

should find his career in connection with the school system, thru the examination and treatment of mentally and morally retarded children, or in connection with the practice of medicine.

In the summer of 1897 the department of psychology in the University of Pennsylvania began the experiment. A four weeks' course was given under the auspices of the American Society for the Extension of University Teaching. In addition to study courses in experimental, physiological and child psychology, the clinic was conducted daily and there was a training school in which a number of children were instructed by Miss Mary E. Marvin. Here the children received pedagogical treatment for the cure of stammering and other speech defects, for the defects of written language and for motor deficiencies.

Dr. Witmer is possessed of the true scientific mind. He feels that before undertaking any such treatment on a very large scale he must give some years to experience and extensive study and must train a corps of students upon whose assistance he could rely. The most recent outgrowth of this attempt at applied psychology is the founding of the journal, the "Psychological Clinic," which will publish results obtained by various workers in this new field of observation and investigation.

As. Dr. Witmer says, clinical psychology is closely related to medicine, to sociology and to pedagogy. "The schoolroom, the juvenile court and the streets are a larger laboratory of psychology."

An alliance between practical psychology and these various fields of observation cannot fail to give results which will be most helpful to all interested in the betterment and the advance of humanity. For the methods suggested apply not only to the unusually dull child but also to the normal child and to those who may be unusually brilliant or possess the spark of genius. "The methods of clinical psychology are invoked wherever the status of an individual mind is determined by observation and experiment, and pedagogical treatment applies to a change, i. e., the

PRACTICAL WORK ACCOMPLISHED.

In the initial number of the organ of this new form of clinic is an article on "An Infantile Stammer (Baby Talk) in a Boy of Twelve Years," by Clara Harrison Town, the resident psychologist at Friends' Asylum for the Insane, Frankford, Pa. Inasmuch as we know personally one young woman a flicted with defective speech due to what h physician called "petrified baby talk," th paper interested us at once.

The article tells in detail of the efforts the psychologist to correct the child's mod of articularion, after testing the pronunci tion of each vowel and consonant at the b ginning, in isolation and also at the end words and in different syllabic combination

Associated with his defect of speech w inability to speak and to write with care in order. Letters were grouped together i absolutely meaningless manner, and wor and letters were carelessly prepared and wri ten, rewritten, crossed out, etc. It took man weeks to train the boy to articulate distinctl but with the improvement in this particul came improvement in spelling (altho achieve with great difficulty), and in the arrangeme of his written work. The story is a painf one, because it shows the needless way i which an unwise mother, by over-indulgen and the desire to keep her child a baby, ha almost ruined his chances for a useful an possibly successful career in life.

The April number of this journal has a article, "A Chronic Bad Speller," a study the case of a boy of fourteen who altho brigh and intelligent in other respects was at fou teen in the class with children of eleven b cause of his deficiency in spelling and read ing. It was found after repeated experiment of different kinds that the boy, while he ha normal vision in each eye, taken separatel yet, owing to some muscular defect, the tw did not work well together. Altho his visio was in large part corrected by the wearin of glasses he was never entirely able to over come the loss of training in his earlier year After several months of training it took hi eight minutes to read a page and a hal where three months before it required tw hours for two pages. The boy suffered fro what Dr. Litmer calls aphasia amnesia. A a child he had not received the training neces sary to form correct visual images of word He had no memories of written words be cause he had never acquired them. Had hi parents and teachers discovered his defec of vision in his early childhood he woul have been spared years of misunderstandin and discouragement.

Dr. Litmer suggests that there be a rigi insistence upon the requirements of promo tion in the public school, thinking that if th backward children are thus kept in one clas

ear after year until they have performed the ork of the grade that teachers and parents nd superintendents and others interested ill finally recognize the problem that con- onts all and will realize the absolute neces- ty of the study and special training of the ndividual child. This will lead to the for- nation of ungraded classes and our author nd editor believes every school with an en- ollment of 1,000 needs one ungraded class hich shall be in the hands of expert teachers nd limited to very few children.

Other articles in succeeding numbers of his invaluable journal discuss such subjects s "The Fifteen Months' Training of a eeble-Minded Child" and "Public Day chools for Backward Children." These may ell serve as a wellspring of hope to the af- icted parents of similarly afflicted children. he need for special classes in the public chools is ably argued by J. D. Heilman in nother number.

James E. Bryan contributes a paper on "A lethod for Determining the Extent and auses of Retardation in a City School Sys- em." Mr. Bryan is superintendent of schools, amden, N. J. He explains how efficiently nd with economy of time examinations can e made and valuable statistics gathered with he assistance of the classroom teacher. In naking his examination of the 10,000 chil- ren enrolled in Camden's schools Mr. Bryan ssumed as his standard of normality for the rst grade the exceedingly conservative one f children under nine years of age altho in New Jersey children are admitted to the ublic schools at the age of five. This was ertainly a safe limit and yet even with this air standard it was found that in Grade 1 here was a percentage of 13½ backward hildren. The percentage of such increased vith each grade.

Next a census of the children was taken nvolving points most of which could be ob- ained from the school records, such as name, esidence, age, years in school, attendance, tc. Also special data as to general health, nearing, sight, inattention, mental deficiency, nd bad conduct was asked for. To assist n the investigation blank forms were distrib- uted to the teachers and special preparation nade for the examination as to sight and nearing, the teachers being shown how to onduct the examination both with the chil- lren who could read and those who could not. According to the plan described two eachers worked together, one taking charge of the children of both classes while the other examined her own children in another room with enough of the children present so that time of explanation would be saved because the children had seen how the examination was conducted and yet not enough were pres- ent to enable them to become so familiar with the characters on the card that the ex- amination lost its force.

The data resulting from this investigation is not given in the paper just noted, but the paper itself we recommend to the attention of all school superintendents and school teachers.

"Retardation Through Neglect in Children of the Rich," is the title of another paper from which we quote one passage:

"College is a businesslike matter, and de- mands the same devotion that any other suc- cessful business enterprise does."

What college, we wonder, will be the first to have the courage to inscribe that state- ment upon all its business stationery?

In Plainfield, N. J., Dr. Maximilian P. E. Groszman, Ph.D., director, maintains the Groszman School for Nervous and Atypical Children. Dr. Groszman has made for many years a study of the abnormal child and re- cently in an article contributed to the New York Evening Post he discusses the Excep- tional Child and the Gradual Recognition of its Specific Needs. He considers the "un- graded" classes of the public schools a valu- able clearing house for the observation and further disposal of such children who may be abnormally forward as well as backward.

That an authoritative daily paper should give several columns to such a topic is an encouraging evidence of the increasing at- tention this subject is drawing to itself.

THE AUXILIARY SCHOOLS OF GERMANY

The problem of the exceptional child has long been the subject of thought in Germany, and the benefit of her experience is fortunate- ly accessible to those who are investigating the same matter in America. Dr. Brown, United States Commissioner of Education, has had published as a bulletin of the Bureau of Education, a recent account of the Auxil- iary Schools of Germany. It is translated by B. Maennel, rector of Mittelschule in Halle.

In his letter of transmittal Dr. Brown says:

"The problem of proper provision for exceptional children, and especially for backward children, in

our great city systems of schools, has long been recognized as one of great importance. It has to do not only with the welfare of the children immediately concerned, but with that of all other children in the same schools; for the necessity of devoting extraordinary care and attention to a few backward members of the class not infrequently prevents the teacher from giving due care and attention to the larger number of normally endowed members. For both reasons, our city school authorities within the past few years have devoted much attention to ungraded classes and other special provision for these exceptional children.

"It is believed that an account of a parallel movement in Germany, where it has had a longer history and has reached a more advanced organization, will be of use to those who are furthering this movement in American."

The six lectures of Dr. Maennel embodied in the 120 pages of this monograph gave a detailed and thoro exposition of the gravity of the problem and how Germany is trying to handle it.

The scope of the lectures will best be understood by a summary of the table of contents. Twenty-two pages are devoted to a historical sketch. The credit of founding the first auxiliary class is given to Principal Haupt, of Halle, who in 1859 proposed the formation of a special class class for defective children, then numbering seventeen. This proposal the city administration carried into immediate effect, directing a teacher from a folkschool to give instruction daily to those children who from any cause were not making progress.

Auxiliary classes and schools were soon organized in different German cities. Berlin at first refused to establish independent auxiliary schools (1) because distances to school would be too great; (2) the stamp of inferiority be placed too prematurely and for all time upon the children attending. Berlin hoped by placing the children in small classes to soon bring them back into association with the normal children. But this plan did not succeed as was hoped and "practical needs alone necessitated the development of a system of special classes on the plan of the auxiliary schools of other German cities." This chapter gives also a resume of what is being done in other countries along this line.

Austria first began to consider such special schooling in 1895. "She had in 1904 only half as many classes for deficient children as the city of Hamburg. The great majority of her abnormal children are without any instruction at all or remain as a burden upon the general folk schools.

Hungary has one such school, altho a movement is on foot for the founding of more such and for the special scientific training o teachers for them.

Switzerland has maintained such classe since 1888. In 1898 a course of instructio of teachers of special classes was inaugurate in order to secure uniformity in the develop ment of the auxiliary schools. Switzerlan has 55 classes.

While French specialists were among th first to point out the "means to alleviate th natural defects of mankind," yet neithe France nor Russia have established schoo for the weak-minded children, except that i St. Petersburg there are two institutions, on for the idiot and feebly endowed of wealth circles and one for those from homes o poverty.

Sweden, Norway and Denmark have sinc 1900 been making slight advances in th direction.

In 1899 England, thru a so-called permis sive act, put the matter into the hands o committees "who at their pleasure do or d not adopt the statutory regulations for aux iliary school instruction." No child may b admitted in these schools before the age o 7 or after that of 16. Many cities are takin advantage of this act to establish suc schools. The first one was founded in Lon don in 1892. In 1893 there were 60 school with 3,063 pupils.

Chapter II deals with the Reasons for th Establishment of Auxiliary Schools, takin up briefly the arguments and disposing o the one opponent of such, J. H. Witte. It main point is that the withdrawal of th mentally deficient from the regular school removes them from the stimulus which come from association with the superior or mor gifted. Witte also accuses "the champion of the auxiliary schools of materialistic ten dencies," thinking them in danger of fallin victims to the advocates of experimenta psychology, who place too much belief in hi view, in the dependence of the spiritual upo the bodily existence.

Chapter III takes up the "Admission Pro cedure," telling of the different manifesta tions by which the teacher may be guided i deciding as to the need of the child's remova from the regular school. Visits to the hom are to be made; various city officers, sister of charity, overseers of the poor, etc., may b called upon for information.

Examples are given of the printed form used in different German cities, which the teacher must fill out before the child is ex

mined for admission. Great care seems to e taken that the observations of the pupil re made repeatedly and carefully to insure hat no child is too hastily adjudged to be bnormal.

Chapter IV treats of the "Parents and the Whole Environment of such Children Before nd During the Schood Period."

Chapter V concerns the "Health Conditions f Auxiliary School Pupils," and here the elp of the school physician is called upon. His work in Halle is regulated by an order rawn up by the rector and approved by the nunicipal council. In stubborn cases the elp of other city physicians is given freuently without pay. The school physician s also able to call upon the services of a pecialist in cases difficult of diagnosis. The xcellent suggestion is made that the physiian should attend teachers' meetings or class nstruction in order to test his opinions in he light of the opinions of practical school eople. "In this way many a prejudice can e removed from both sides. One way in which the physician may serve is indicated ere:

"Of course the authorities will intrust an auxiliary chool only to a physician who has shown an interest ither in school hygiene or child-study. How the phyician may co-operate with advantage to the teacher is hown in the following: Suppose a city community is hort of funds. It declares a certain room is good nough to be used for the auxiliary classes. Now, the eacher considers this room entirely unsuitable for varius reasons. If the physician agrees with the teacher . . . his word has often more weight than that of he schoolma'am."

In chapter VI we find a consideration of ow best to characterize the pupils. This is lone in some instances by taking photographs of the subject when first entered and fter some interval of time. Great changes re often shown. Records and reports form nother medium of making such characterizations and the writer speaks sympathetically of the tendency, even with the most enthusiastic and consecrated teacher, to grow mechanical, but as he also says, "Mechanical treatment of these evaluations of child-life eads to their death." This chapter is a thoughtful examination of the difficulties in the way of accurately noting all the peculiarities mental, physical, moral of a child in such manner that a stranger reading such report could picture the child and his pedagogical and medical needs. Rare qualities of sympathy and insight are required of the auxiliary teacher. A study of the several printed forms submitted (for stating in detail the various characteristics) is overwhelming merely to glance at. What must it be to answer conscientiously all the many inquiries concerning body, mind, character, progress, etc. But a thoughtful perusal of this chapter will be suggestive to all heads of special classes of schools for the feeble-minded or the deficient in any way.

The seventh chapter is devoted to the Building for the Auxiliary School.

Chapter VIII considers the classification of the pupils and the number in each class. Fifteen is regarded as the ideal number, altho the Prussian Minister of Education recommends 25. But undoubtedly, our author assumes, this high number is given because of financial considerations.

Difference in religion seems to make no difference in classification of the children. "Action springing from love of mankind in general is bound to no dogma," says Mr. Maennel.

It is interesting to note also that from economical and pedagogical considerations, co-education in the auxiliary school has been regarded as essential and helpful from the very start.

Chapter IX takes up the daily program. There seems to be nothing very definite settled as to how best to make the educational purposes of the school conform perfectly to the demands of hygiene. The authorities on such subjects do not appear to agree as to what studies tire the pupil most and how most surely to recognize the signs of the intensity of fatigue. Nor is there agreement as to the order of the lessons, or the proper length and division of recesses.

The general principles underlying the outlining of the curriculum are taken up in chapter X. Here, also, there is little that is assured. Some, following the plan of Rein, would center the work around Robinson Crusoe as being a classical model for the pupil with a weak will, but it is objected that his example is more adapted to a secluded educational institution than to a public school.

There appears to be as yet no suitable reading book, primer or arithmetic for the auxiliary school, altho efforts to make such have been attempted in Leipzig and Switzerland. A specific problem seems to be that of planning the work so as to allow for the correction of errors of speech from which abnormal pupils so often suffer. Principal Godtfring of Kiel has made a special study

of this matter and he arranges to correct the speech of such children even before they reach school age. "He gathers into a sort of speech kindergarten all those children who do not speak normally and who will be of school age within half a year." A sifting out process takes place by which those who do not respond to the drilling and training may be placed where they may be best helped.

The general aim appears to be to develop in the pupils the standard of conduct of a worthy and useful member of human society. "To this end all those subjects of instruction should be introduced into the auxiliary school which tend to awaken and control the individual will and impulses to action." The course of study for the first and last years in the city of Halle are given in some detail and should be suggestive to other workers in this field. In the first year it centers around the school garden, and later, the schoolhouse.

Methods of instruction are discussed in chapter XI. Warning is given against discouraging the children by demanding too much of them at first. Spontaneous, happy play, wisely directed, is the first desideratum; play involving the use of the limbs and the sense organs. The minds must be kept ever alert during the lessons; always seeing, observing, feeling, measuring, arranging, etc. The teacher has few devices (these being the Froebelian gifts and occupations.) "Outside of these the teacher must be all in all to his pupils."

Chapter XII treats of discipline; the schools' care of the soul and of the body.

Chapter XIII deals with the preparation of the auxiliary school pupils for confirmation; a topic which does not especially concern the public school teachers of the United States.

Chapter XIV is a statement of the relations of the community and the state to the auxiliary school, and explains the economic advantage to the state in giving backward children such training and education as they are capable of. In addition are given the bylaws, etc., of various associations whose interest in these mentally deficient children shows itself among other things in seeking to place them in suitable vocations under trustworthy foremen and employers when they have left the auxiliary school.

In this chapter is also considered the special administration of justice is necessary in the case of infringement of the law by the weakly endowed or backward child.

Chapter XV treats of the importance securing just the right kind of teachers f the auxiliary schools and also of the difficult in finding such and in training them for the especial work, as this particular training ca not very well be given in the usual norm school. It is suggested that the state esta lish in a university town a center for th auxiliary school teachers well versed in the ory and practice. These teachers, togethe with the medical men, jurists, and politic economists from the university should giv lectures to those seminary graduates as hav been chosen at its recommendation by th official authorities.

To us in America where the women teach ers so far outnumber the men, it is strange t read the recommendation that women serv as teachers of these children. "And yet," w read, "the auxiliary school could only gai by it if the motherly influence of wome teachers were added to the fatherly influenc of the men."

In the final chapter, XVI, we find a brie consideration of the pedagogical significanc of the auxiliary school. It concerns the phil anthropist, the jurist, the political economist the pastor, doctor, and the military officer Mr. Maennel finds such schools of great valu for all teachers and educators in that the offer fields for investigation and judicious experiment which cannot fail to throw ligh upon the training of the normal child as wel as those that are exceptional.

There is an appendix to the volume writter by Dr. L. R. Klemm, of the Bureau of Education. It refers to the value of the semiannual promotion of children, as in some American schools, in that they put back for only half a year the children that are backward. A diagram also is given illustrating the organization of the elementary school system of Mannheim, German, which is planned in three courses, one for the normal, average; one for those only temporarily in need of aid and one for the weak-minded pupils. Transfer from one to the other is comparatively easily made if progress so demands.

Supplementary statistics of the Prussian schools give the number of auxiliary schools as 204, with 12,734 pupils, and an average of 18.5 children to one teacher. Seven pages of bibliography give a list of the various books and reports, etc., dealing with the subject matter of each chapter.

We hope this invaluable volume may have a wide reading among all people interested

ı the welfare of the State. The majority of eople do not realize the gravity of this probэm nor how it affects every class in the ommunity. The lover of his kind is intersted in it from one point of view and the axpayer from another.

EDUCATION IN MEXICO

rom "La Ensenanza Normal" (Normal Teaching Magazine), Mexico.

B. VON GLUMER.

This year, the two normal schools in the ity of Mexico for boys and girls have prouced an exceptionally great number of eachers. Mr. Correa, the director of normal nstruction, took occasion to celebrate this ignificant and important event by solemn xercises in the large hall of the Boys' Noral. They were presided over by the secreary of public instruction, Mr. Justo Sierra, nd the sub-secretary Mr. E. A. Chavez.

After a speech from the director, Mr. Corea, and another from Prof. L. Kiel, and after ome musical and gymnastic exercises by the tudents, Secretary Sierra presented to the ıew teachers their diplomas and spoke feelngly of the duties of their profession, weloming them as missionaries of hope, love, nd peace. He set forth the superiority of ducation over instruction. Education must ome through *love*, the sunbeam which brightns all things, the magnet which attracts verything. He spoke of Germany, that great ıation saved, as we all know, by the invincble legion of schoolmasters that achieved the ictory at Sadowa and Sedan. Secretary Sierra and Sub-Secretary Chavez visited afterward the exhibition of manual work made by he students of the Boys' Normal and the Primary Annex.

As a very encouraging note, we must say hat almost every one of the teachers recently graduated, is already employed in the public chools of the City of Mexico or has obtained mportant places in one or some other state apital.

The pleasant occasion closed with a children's party in the Tivoli of Eliseo, and a banquet offered by the faculty to the fortyıine new teachers.

The magazine contains besides, the pictures of all the graduates and a brief review of the Mexican Pedagogical Press. The aims of this review are to make known the character, tenlencies and aspirations of the Mexican Pedagogical Press, which has greatly improved, and throughout the middle classes has become of higher service, owing to its varied, instructive, and interesting materials.

"We," says the "Normal Instruction," "wish to point out the ambitions, and impediments of each Mexican pedagogical paper which has for its aim 'the progress of national public instruction and the promotion of the teacher to whom the care of the rising generation is entrusted.'"

OF THE SUNBEAM THAT TRIED TO FIND A WIFE

L. MUENCH, PH.D.

It was our happy privilege to call in last month's Pedagogical Digest our reader's attention to a little book by Miss Sophia Reinheimer, entitled "About Sun, Rain, Snow and Wind and some other Dear Friends," issued recently by the publishers of a magazine, named "Hilfe" in Berlin-Schoeneberg. The little book has been highly approved of by most of the educational journals of Germany, and as we could not do otherwise than entertain the same favorable opinion about it, and as, moreover, on the part of some of our readers the desire has been expressed to learn something more about the excellent little work, we take pleasure, to give here in lieu of the monthly Digest the English version of one of the fifteen stories contained in that interesting book, sincerely trusting that this deviation from our regular routine may be received by our readers as a pleasant variation from the critical survey of pedagogical publications, to which we shall not fail faithfully to return next month.

There was a wedding at church.

Many wedding guests were gathered there, all in their finest garments; the organ was pealing; the altar stood decorated with flowers and green branches. The bride in white dress, her head encircled with a green wreath, her entire figure covered with a large bridalveil, was standing beside the bridegroom in front of the altar.

The minister had just asked them if they were willing to be man and wife and would love one another, always and always, and both had answered "Yes," for they loved each other truly.

Just at that moment a Sunbeam came through the high and narrow church window; rushing in, it went straight toward the bride. Upon her white silken veil he nestled down so that he could look straight into her face.

"How fair she is!" thought the Sunbeam. "What bright brown eyes she has, and what wealth of black hair. She looks indeed the very picture of happiness!"

Thereupon the Sunbeam went further on his way, gazing in passing by at the finely-dressed bridegroom and at the wedding guests, observing also the beautiful flowers and listening for awhile to the solemn peal of the organ; this done, he lightly slipped out of the church.

When he was outside in the street, he still thought of all the beautiful things that he had seen just now, and especially the charming bride. In the street, before the church door, he saw people waiting. They were intent upon seeing the wedding procession when it would file out from the church. Among them was a shoemaker's apprentice boy, who had a pair of boots hanging on his shoulders and who sang, "To hold a wedding, that is nice."

"He is right," thought the sunbeam. "'To hold a wedding, that is nice!' Yea, it is the nicest thing of all! I will also hold a wedding and for this purpose will instantly start out to find a wife for myself!"

"I wonder, if I shall find one and what my brothers the other sunbeams will say when I tell them that I have taken a wife. Yes, I will find one and that immediately!"

Near the church, in a garden, stood a rose-bush that bore a magnificent red rose.

When the sunbeam saw the rose, he forthwith thought "She would be a wife for me. She is fair, and also seems to be of noble birth, otherwise she would not wear so fine a dress of red velvet. I will ask her right away if she will be my wife. But I see, I will have to wait a little while, until that butterfly has gone that is sitting by her, for he need not hear what I am going to say!"

And the sunbeam waited and waited. It is true that one butterfly had flown away, but in his place came another and still another, and one more, and then came a bee and then a bug——

This sight did not please the sunbeam at all. "No, that would never do for me. A wife that receives so many callers, I would hardly care to have; for she would have no time to spare for her husband," thought he. And he went away from the rose.

On the same shrub, upon a green leaf, he saw a brilliant dewdrop-pearl. She pleased him from the outset; and when he gazed at her more closely, he found her resplendent with all the hues of the rainbow,—red, gre[illegible] yellow, blue, and lilac. That pleased him st[illegible] better.

"Will you be my dear little wife?" said [illegible] to her.

The dewdrop-pearl made no answer; s[illegible] only trembled a little. Then thought the su[illegible]beam: "That can mean nothing else with h[illegible] but yes!" and he gave her instantly a ki[illegible] and after that another, and still another.

Oh, wonder! what did that mean? Wi[illegible] every kiss the dewdrop-pearl grew small[illegible] and smaller. There was at last but little le[illegible] of her. Ah, ah, didn't the sunbeam g[illegible] frightened then!

"Gracious goodness!" thought he. "A wi[illegible] who cannot stand a kiss from me,—no, s[illegible] will not do for me!"

And he let that dot of a dewdrop lie up[illegible] the leaf and went on his way.

In the garden he was no longer please[illegible] and therefore went outside. Now he ca[illegible] upon a green meadow. Through the meado[illegible] flowed a brook, lined on both sides with w[illegible]low bushes, upon one of which sat a tend[illegible] blue dragon-fly.

"Blue as the tint of the sky, where I dwell[illegible] thought the sunbeam. "She perhaps m[illegible] prove the right kind of a wife for me!"

Just as he got himself ready to settle dow[illegible] at the side of the dragon-fly, she spread h[illegible] fine transparent pinions and glided away ov[illegible] the surface of the limpid waters of the broo[illegible]

"Maybe she will return soon" thoug[illegible] the sunbeam.

But the dragon-fly did not return. Fl[illegible]ing criss-cross over the water she caug[illegible] gnats and all kinds of insects.

"She seems to be extremely voracious[illegible] thought the sunbeam. "You would hard[illegible] expect that from so airy a being. Beside[illegible] she appears to be very proud and vain, [illegible] she uses the water for her mirror. Ah! wh[illegible] knows! I think I better let her fly and see[illegible] some other wife for myself!"

And the sunbeam went on journeying.

"It really seems somewhat difficult to fin[illegible] something that is suitable," said he to hin[illegible]self. "Still I will search on."

And he wandered across the meadow quit[illegible] a long distance, as far as its border on th[illegible] edge of a wood. There in the shade, sat [illegible] girl who tended a flock of geese. Beside he[illegible] in the grass sat her little sister, a tiny swee[illegible] thing with golden curls crowned by a wreat[illegible] of daisies.

Very much would the sunbeam have like[illegible]

take one of those fine and soft curls with im, for they glittered like gold, just like mself, and seemed to fit him exceedingly ell. But did not the locks belong to the ild? and was not the child her mother's rling, who would never have permitted it? esides the geese were already cackling quite ngerously, and the child threatened with a illow branch which it held in its little hand, hile exclaiming: "Look out, you!"

Then the sunbeam became frightened and d into the wood. There reigned quiet and rkness. Among a maze of trees, across ots, mosses and stones the sunbeam pured his way. Here he visited a family of ueberry-bushes, there a fir-cone, here a afer, there a spider. And whither he came, brilliant light illumed that part of the fort, and everybody that he visited rejoiced eatly.

All of a sudden he heard close beside him a in, piping voice. It came from underneath toad-stool, where sat a forest-mouse who oked sad and care-worn.

"May I ask, young lady, why you are so rrowful?" asked the sunbeam.

"Alas!" replied the mouse in a plaintive ne. "I have just now become a widow. My oor, poor husband was last night devoured y a horrid owl. Now I am left desolate with y six children?"

"That is too bad, and I am very sorry for ou," said the sunbeam. "Yes, yes, those wls! You never can trust one of them. But ke comfort, dearest madam; you will not il soon to find another husband. How old, ll me, are you children?"

"Only two days old!" said the forest-mouse, hile drying her tears with her long tail and azing at the sunbeam with quite a cheerful ce. "They are so pretty, those little chilren of mine; although so young, their feaures as well as their tails are very well develped. Will you not take a look at them? Ve are living close by."

"No, thank you!" said the sunbeam. "I egret exceedingly that a business of great nportance calls me away and I must therere beg you to excuse my hasty departure."

And away he went, disappearing behind the rambles that stood close by.

"I verily believe the forest-mouse would ladly have accepted me as husband," thought e sunbeam. "She herself was quite good oking, and would probably make a good ife, but six naked, long-tailed children—no, that will never do! Let us hasten to get away."

Amid all this wandering, visiting, and looking about time had flown and it had grown quite late; in fact, too late for a sunbeam to be abroad, even though he had not succeeded in finding a wife for himself.

"One more attempt I will make," thought the sunbeam. "If that fails, I may just as well make up my mind to remain unmarried."

The sunbeam by this time had reached the end of the forest, where there were only a few single little pine-trees and scattered rocks among all kinds of other stones.

"Good evening, Mr. Sunbeam," rang a voice from among the ledges.

"Ah, is that you, Miss Lizard? That was very kind of you, to have waited for me!"

"Don't I always do that?" kindly asked the Lizard, while looking from her intelligent black eyes at the Sunbeam.

The Sunbeam, while surveying that tender, dazzling creature, that sat before him on the ledge, thought to himself: "H'm, she is really quite a charming little being. And she has for quite a while been in love, as I have good reason to know. How would it be——

"Miss Lizard!" he suddenly asked, "will you marry me?"

"Marry you?" asked the Lizard in great surprise. "Ah, ah! that would be glorious—that would be heavenly!"

"But——"

"But?"

"But then, dear golden Sunbeam, then—then you must not go away from me, but must always remain with me!"

"How could I do that? Who should do my w rk in gardens, meadows, and fields? Do you think, perhaps, that I am loitering about the earth for mere pleasure? No, my remaining here is totally out of question!"

"Then I am sorry," said the Lizard, "but then you will not do at all for marrying; since no one would take a husband who wanders about the whole livelong day!"

"Now I have got it!" thought the Sunbeam quite sadly. "I won't do for marriage! It's a pity—a great pity! How did that shoemaker's apprentice boy sing this morning at the church door: 'Oh, to marry, how nice is that!' Still, it appears, not every one is fit for it. It's a pity—a great pity, indeed!"

And sadly departed the Sunbeam from the earth and went homeward up to heaven.

Just when he had reached it and was on

the point of entering its portals, he saw a hazy white little cloud coming up the sky in the direction of the place where he stood.

"I will just take a look at her," thought the Sunbeam, and he waited still a little while, until the little evening-cloud stood close before him.

"Isn't she pretty! So white, so transparent! I will just see whether she is of the same opinion as the Lizard when she said that it would never do for me to get married."

"Little, pretty evening-cloud! Tell me, will you be my wife?" he asked, without even so much as an introduction.

And the little cloud? Blushingly she answered, "Yes, Mr. Sunbeam."

"Yes?" shouted the Sunbeam. "O how glorious! But——"

"But?"

"But I cannot always stay with you! During the daytime I am obliged to perform my labor on earth. But when it is eventide and my task has been done, I can come to you."

"That will suffice for me," said the little Cloud, humbly. "But you must come to me every evening, for I love you dearly!"

"Now I see," said the Sunbeam with glee, "that you are the right wife for me, just such a one as I have been looking for."

And he kissed the little white cloud, and under the kiss the little cloud blushed all over with a purple glow.

Thereupon the Sunbeam went home to his brothers and sisters, to tell them what had happened and to invite all of them to his wedding.

The other Sunbeams heartily approved of their brother's project and called with one accord. "We shall follow your example, dear brother, and shall also get married, and that right soon!"

And so they did and do still, and that is the reason why you see sometimes in the sky such rosy little clouds; all of them are brides and sunbeams are their bridegrooms.

People are apt to call it the evening-glow.

We, however, know better.

NOTE.—The article in our February number, by Ada Van Store Harris, "What Should the Public Do for the Care and Training of Children Before They Are Admitted to Public Schools," is the address given by Miss Harris befo~e the Department of Superintendence of the N. E. A. last year in Chicago. We were permitted to print it through the courtesy of Miss Harris. The editors regret that owing to an error of the printers this statement was not made last month.

MAGAZINE NOTES.

"The Elementary School Teacher" for Februa[ry] contains an article summing up the superinten[d]ents' view of present methods of inspiring prof[es]sional interest in teachers." The report is a[r]ranged by Anna Brochhausen, supervising prin[ci]pal, Indianapolis.

Seven different questions were sent to the sup[er]intendents in different parts of the United Sta[tes] covering such topics as the influence of increase[d] salary in promoting interest; value of an expect[ed] pension as a stimulus, II; use and importance f[or] professional interest of "school exhibitions"; vis[it]ing days; visits from supervising officers; recordi[ng] results of children's tests, etc. III. Best way [of] encouraging teachers who have grown tired fr[om] teaching continually in the same grade or in t[oo] limited a field.

The usual plan of increasing salary is from [a] minimum to a maximum, based upon experien[ce]. "There is a tendency now of special compensati[on] for merit." Several superintendents are quot[ed] upon the subject, as well as a few teachers. Fi[fty] per cent of the cities heard from reward schola[r]ship. Regarding the value of school exhibits [as] inspiration, several feel that they have little val[ue] because it is usually thought that they are "do[c]tored." Nine replies considered them useful, [in] helping to raise standards and generate new ide[as]. The majority agree that visiting days are valua[ble], although some qualify their statements. There [is] considerable variety of opinion concerning t[he] value of tests. The question as to encouragi[ng] the teacher grown dull, received a variety of su[g]gestive replies. Among these are: Leave of a[b]sence with assurance of re-employment; shifti[ng] from class to class, or school to school, etc. Re[st] and relaxation periods are also employed by so[me] superintendents.

Among the suggestions for conserving a teac[h]er's energy are: Smaller classes; special class[es] for exceptional children; sufficient salary to ma[ke] both ends meet, etc. Teachers' meetings have se[v]eral paragraphs devoted to them. Not only supe[r]intendents, but all teachers will find much in th[e] article to interest and enlighten them.

The same journal contains an interesting artic[le] on Field Work, etc., Nature Study, by Ira Meyers.

"The Southern Workman" for February gives [a] brief but inspiring account of the life of Ell[en] Murray, "the longest record of continuous servi[ce] in the education of the freedmen and their ch[il]dren." Years ago Miss Murray, an English woma[n] "joined her friend, Miss Laura Towne, in pione[er] work among the swarming masses of ex-slaves on the island of St. Helena, S. C. She was pri[n]cipal there of the Penn School. Hampton Institu[te] has co-operated in many ways with this Penn No[r]mal Industrial Agricultural School. The work a[c]complished by Miss Murray in training the negro[es] to habits of thrift and industry and self-respe[ct] is one more proof of the possibilities inherent [in] our colored citizens.

The same journal has an article by Monroe [N.] Work called "The Spirit of Negro Poetry." St[ill] another paper is "The Lighting of the Graves," [by] D. E. Kessler. It describes the Feast of All Sou[ls] as observed by the Indians of the Mesa Gran[de] Reservation of Southern California. A picture [is] given of the one hundred and twelve years o[ld] Angela, who for thirty years has conducted t[he] services in the little old church, chanting fro[m] memo[ry] the entire Latin service.

The February "Century" has a paper by Robe[rt] Hichens on "The Spell of Egypt, as Revealed in I[ts] Monuments," illustrated in color by Jules Gueri[n]. The mystery of "The Daleth of the Nations" wi[ll] be felt by all readers. "Progress in Photography

r Charles H. Caffin, will interest readers of varied ırsuits. "Sense and Sensibility," by Helen Keller, a unique and important contribution to our ıowledge of what the senses of touch and smell ean to those deprived of sight and hearing. Such ıve wonderful revelations of which those having l their senses know nothing. What is said about e "elusive person-odors" is of great interest. Innts apparently have little or none, until their dividuality begins to develop at six or seven ong with their mental and bodily powers. All udents of psychology will be charmed by the yle and content of this article.

The Evolution of Life ("Mars as the Abode of fe"), by Percival Lowell, is also a most suggestive ticle.

In "McClure's" for February William T. Hornaıy tells something of the "Psychology of Wild ıimals," painting their characters in rather dark ılors. An important article, by William James, entitled "The Social Value of the College-Bred." e states as the best thing that the college educaon gives "the ability to know a good man when ıu see him"; to recognize true worth and workanship wherever found.

The School Arts Book for February shows among her good things an innovation in sewing cards that this agazine is about to put upon the market. There is ınsiderable room for improvement in this field and we e glad that a magazine of so high a standard has ıdertaken the reform. The illustrations reproduced y courtesy of the editor on another page show distinct tistic merit.

BOOKS RECEIVED.

orcaster Days, by A. G. Plymouth. $1.25 price. Little, Brown & Co., publishers.

rass-Hopper Land, by Margaret W. Morley. A. C. McClurg & Co.

er Beck's Book of Bears. J. P. Lippincott Co.

merican Civics, Fradenburgh. Hinds, Noble & Eldredge.

rimary Arithmetic, Watson & White. D. C. Heath & Co.

he Teaching of Thomas Huxley, by Irving Wilson Voorhees.

iterature and Life in School, by J. Rose Colby. Houghton, Mifflin & Co.

ust a Little Girl, by Alice Ashworth. Price 75c. F. Warne & Co.

he Spiritual Care of a Child, by A. R. B. Lindsay. Price 30c net. Thomas Y. Crowell & Co.

latural History of the World, by Alfred H. Miles. Dodd, Mead & Co.

n the Harbour of Hope, by Mary Elizabeth Blake. Price $1.25 net. Little, Brown & Co.

inguistic Development and Education, by O'Shea. Price $1.25 net. MacMillan & Co.

ook of Plays for Little Actors, by Emma L. Johnston and Madalene D. Barnum. American Book Co.

he Youngsters of Centerville, by Etta Anthony Baker. Henry Holt & Co.

orothy's Rabbit Stories, by Mary E. Calhoun. Price $1.00. Thomas Y. Crowell & Co.

he Live Doll's Busy Days, by Josephine Scribner Gates. Bobbs-Merrill Co.

ittle Travelers Around the World, by G. Bonawitz and Helen Coleman. A. S. Barnes & Co.

he Wonderful Adventures of Niles, by Selma Lagerlof. Price $1.50. Doubleday, Page & Co.

light Caps for the Babies, by Charles Young. Price $1.25. John Lane Co.

BOOK NOTES.

"Pinafore Palace," edited by Kate Douglas Wiggin and Nora Archibald Smith. The editors of the Posy Ring and Golden Numbers give us in this beautiful volume an equally choice compilation of verses, which in point of time, should precede the former volumes as it is arranged for the children who have not outgrown the pinafore. Here are the old, well-established Mother Goose favorites with others, by Jane Taylor, Eliza Lee Follen, Isaac Watts and others, who wrote charming simple verse for the children of several generations ago. Among the modern writers for the little folk are a number by the prince of nonsense writers, Edward Lear, besides Stevenson, Emilie Poulsson, Kate Greenaway, Celia Thaxter, Laurence Tadema, and Christina Rossetti. The preface, addressed to the mother, explains in Mrs. Wiggins' usually charming, familiar vein the grounds upon which the baby and his mother are raised to royal rank, and the almost indispensable part which such rhymes and sweet and wholesome jingles and poems hold in the general education and culture of even the little child as the foundation for a later love of the noblest verse. The baby is throughout regarded as a princeling and different divisions of part I are devoted to Baby's Plays, Baby's Hushaby's, Baby's Journeys, heroes and heroines, Baby's Nonsense, "Guess-me-quicks," etc. Part II is for the Little Prince and Princess, and the chapters comprise the Palace Playtime, the Palace Garden, the Palace Pets, etc. William Brighty Rands' quaint and characteristic plea as candidate for the office of Lilliput Laureate are fittingly chosen to introduce and terminate this complete and varied selection of verse for the littlest children. In style of paper and binding it is uniform with the Posy Ring and others of that series. McClure Co., N. Y. City.

THE IFS OF HISTORY, by Joseph Edgar Chamberlin. In this little volume of 22 brief chapters, Mr. Chamberlin attacks the subject of history in a truly unique way. Selecting certain crucial events in the worlds progress he demonstrates that with nearly all of these, the outcome depended upon some one often apparently unimportant contingency; that a very slight change in affairs might have sent the pendulum of events swinging in a different direction. By such a train of thoughts he emphasizes the importance of the events which take place and by effective contrasts makes us appreciate in a very vivid manner the occurrences that did take place. Incidentally, those who wish to debate the question of special providences versus chance will find here rich suggestion. Among the "Ifs" thus studied we find the following: If Themistocles had not beaten Aristides in an Athenian election, tremendous indeed would have been the difference in our civilization in that case; if Queen Elizabeth had left a son or daughter; if the Spanish Armada had sailed at the appointed time; if Charles II. had accepted the proffered kingship of Virginia; if Admiral Penn had persisted in disowning his son William; if the boy George Washington had become a British midshipman; if Alexander Hamilton had not written about the hurricane; if Lincoln's father had moved southward instead of northward; if Skipper Jennings had not rescued certain shipwrecked Japanese; if the Confederate States had purchased the East India Companys' fleet in 1861. Nearly all of the events selected are historical in their influence, but chapter VI., "If the Philarmonia had not given concerts at Vicenza," shows how much more music might have been a part of the life of the people if this first musical society had not been formed whose eventual influence tended to turn music away from the people in general into the hands of professionals. Mr. Chamberlin, in his interesting book, brings to light numerous side events not known to the general public reader.

DEPARTMENT OF SUPERINTENDENCE OF THE N. E. A.

The Department of Superintendence of the National Association just met in Washington, D. C., Feb. 25, 26, 27. The convention discussed a number of timely and important topics. Among these are: The saving of time and energy in school work. (1). In view of the increased demands upon the schools what opportunities are offered for economy in treating the course of study. (2). What modifications in organization are necessary to secure suitable recognition for pupils of varying ability, particularly the ablest. This topic will interest our readers in connection with the digest in this number of the Kindergarten-Primary Magazine upon the needs of exceptional children.

There was also at this meeting a symposium upon the place of industries in public education. The following are propositions that were considered: (1). The ideals of a democracy require a system of public education that shall provide equal educational opportunities for all. (2). Equality of opportunity can be secured only by proper recognition of (a) individual differences in native capacities and in social environment, (b) the requirements of vocational efficiency as well as of (c) general intelligence and executive power. (3). The most urgent need of our educational system is an adequate provision for the vocational needs of children destined for industrial and commercial pursuits. Allied topics were also considered but we have given enough to suggest an idea of the general scope. The questions were handled by leaders of educational thought. Another topic on the program was the nurture and protection of the physical well-being of public school pupils. Sub-topics were: How can the school make contribution of permanent value to physical development. 2. The mission of the playground. 3. Medical inspection in public schools.

Agricultural education and domestic science were also considered at other sessions, and the school as an instrument of character building also was discussed.

Societies which meet with the Department of Superintendence are: The National Society for the Scientific Study of Education, the Society of College Teachers of Education, the Educational Press Association of America, and the National Committee on Agricultural Education.

GENERAL CONVENTION OF THE RELIGIOUS EDUCATION ASSOCIATION.

The fifth general convention of the Religious Education Association met in Washington, D. C., Feb. 11-13. The theme of the convention's thoughts was "The Relation of Moral and Religious Education to the Life of the Nation." As stated in the printed program the threefold purpose of the Religious Education Association is: "To inspire the educational forces of our country with the religious ideal; to inspire the religious forces of our country with the educational ideal; and to keep before the public mind the ideal of religious education and the public sense of its need and value."

The president of the association is Henry Churchill King of Oberlin, Ohio.

Seventeen departmental sessions were held, comprising those devoted to the universities; fraternal and social service; secondary and elementary schools; teacher training; the home; libraries, etc.

The topic discussed by the department of Sunday schools was "graded curricula in principle and practice." A number of different systems were explained by leaders in each field. Among these were: The Bible Study Union system; the Graded System of the Methodist Episcopal Church; the Sunday School Commission System in the Episcopal Church.

The Industrial School Curricula, as worked ou by the University Congregational Church, Chicag and the Disciples School, Boston, were describe and the International System as well, had its ex ponent.

A Bible School Exhibit of Sunday School metho material and results, showing possibility in equip ment and system, was open for inspection. At th session the methods of moral training in the school of France and of Germany were described, and th school's responsibility for developing control c conduct was the subject, and another address, "Ed ucating Our Youth Away from Race and Religiou Prejudice," was a timely topic for these days, whe the words "Sheenie," "Dago," "Micky," and othe terms are used all too frequently with opprobriou intention by the ignorant and narrow-minded.

There were numerous others subjects, all treate by leaders and specialists in their departments.

President Roosevelt received and addressed th delegates in the East Room of the White House o Wednesday, the 12th, with words of wisdom an force.

All told, there were thirty-three meetings wit ninety-seven noted speakers.

The London (Ontario) Froebel Society began th school year with a very busy week under the leade ship of Miss Mari Ruef Hofer, of Teachers' Colleg Columbia University, who had been engaged for a serie of lessons in Folk Games and Dances. The series close with a Play Festival in the City Hall on Saturda evening Jan. 11th, in which thirty-six kindergartner took part. The games have interested the grade teach ers to such a degree that they have been asked, grad by grade, on successive Tuesday evenings to practic with the members of the Froebel Society in one of th kindergartens. In several of the schools the kinde gartners have invited the older girls (eighth grade) t come after four to practice, and other grades hav asked to come. Even at the mothers' meetings th mothers ask to be shown some of the games that thei older children are learning. Miss Hofer is so talente and enthusiastic, and so unsparing of herself in th training class that she covers in a week more groun than one could anticipate.

J. R. Laidlaw.

One of the most delightful meetings in the histor of the Dayton (Ohio) Mothers' Educational Associa tion was that held on Tuesday, January 28, some fou hundred mothers and the Primary teachers and th Kindergartners of the Public Schools being present.

Mrs. M. B. B. Langzettel, of New York City, gav the address of the afternoon, which was of deep interes to all, and listened to with close attention. The student of the Normal School entertained at the beginning an close of the meeting with several vocal selections.

The Mothers' Clubs of the various Public Kinder gartens of Dayton are united in a central organizatio known as "The Dayton Mothers' Educational Associa tion," which holds two regular meetings during the yea when each club gives a report of its monthly meeting and other matters of interest relating to the progress o their work.

Dayton is one of the cities which has had for severa years Kindergartens established in all of the schools The Mothers' Clubs have been the means of helping th Kindergartens to do effective work in the schools an the community.

We find that a Field Note in the September numbe gave an erroneous impression regarding the Kinde garten history in Baltimore. The notice read as if th Baltimore Training School was the only kindergarte training school in that city, whereas the Affordby Kindergarten Normal is now in its eighteent year.—The Editors.

Courtesy Alberta Correa, Director General of the Ensenanza Normal, and editor of the paper of the same name, La Ensenanza Normal.

SCHOOL FESTIVAL—CITY OF MEXICO, DECEMBER, 1907. Group of Children from the Primary Annex School.

The Kindergarten-Primary Magazine

VOL. XX—APRIL—MAY, 1908—NO. 8

THE KINDERGARTEN PROGRAM.

HARIETTE MELISSA MILLS.

Method—General Foundations.

IN the foregoing discussions, three of the fundamental conceptions which underlie all attempts to formulate school programs, or courses of study, have been considered, and an attempt has been made to indicate how the kindergarten, as a form of school, shares with all education these constitutive and regulative conceptions under special forms of adjustment and adaptation. We have now to consider a fourth conception, which—with the others already elaborated—determines and controls the concrete details of school work; namely, the Method which renders the subject matter effective in realizing the aim of education, and at the same time provides the nurture that the developing human being needs.

Beyond question, the concept of method presents far greater difficulties than any of the topics with which we have been dealing. No adequate treatment of method is possible in this connection, nor will anything here given be presented as a definitive statement; but something may be accomplished if the views presented prove suggestive to the teacher who must grapple with the problems of method in the administration of her daily program, or if, in some small measure, they help to define the subject for students of general educational theory and practice or for students of kindergarten education.

At the very outset of our investigation, we may as well acknowledge the exceeding vagueness of the term method as it is applied to the administration of the course of study, and its related instrumentalities. It is probable that this existing vagueness arises partially from an inability to distinguish clearly between a true concept of method and matters of device. It is equally probable that a close analysis of prevailing practice would reveal that the average teacher's success in the presentation of subject matter and in securing reproductive response, depends upon clever device rather than a conscious mastery of the method of all effective teaching. The substitution of device for method in teaching has become so universal that the term itself has acquired an unpleasant significance which can be overcome only by consciously understanding and applying a true concept of method.

Let us conceive, then, that method presents two aspects; one, internal, representing the child, and the other external, representing the teacher. Method arises and exists for the control of experience; hence, method viewed from the aspect of the child, is the way in which certain mentally initiated tendencies arise, and, through activity, are manifested for the gradual elimination of aimless response to stimuli in favor of increasingly purposeful measures of control of experience. Eagerness, restlessness, and persistent action accompany the child's effort to control experience. Herein lies the sanction of the teacher's office, which is none other than to devise ways and means by the selection of such subject matter and education materials as shall facilitate the child's method of organizing experience. From the external aspect, method represents the teacher's plan of action in response to the child's initiative. Device in education, from this point of view, loses its stigma; for it carries with it the self-activity of the teacher which should be absolutely conditioned by the character of the child's initiative and the nature of the experience to be controlled. In harmonizing the child-contributed, internal factor in method, with the external factor contributed by the teacher's intelligent consciousness of the values represented, there is developed an artist teacher and an art of teaching.

The points covering Method may be grouped broadly under two headings; first, The General Foundations of Method which are in harmony with the positions assumed in preceding discussions; second, The Practical Application of Method in the administration of the kindergarten program, including the presentation of exercises with

gift and occupation materials. This paper will deal only with the general foundations of method.

Let us here recall our major premise as given in the Introduction to these discussions in that great initial utterance of Friedrich Froebel, "In all things there lives and reigns an eternal law." This insight into the nature of all things, science affirms; while idealistic philosophy in turn reaffirms the profoundest generalization of scientific thought—the doctrine of evolution, or the principle of organic unity. Education, accepting this principle as a working hypothesis, finds proof of its soundness in every realm of human thought and action. Thus the principle of unity illumines educational theory and regulates educational practice.

We have now reached the point in our inquiry where our notions concerning this fundamental principle must assume a more definite form. Let us note first that this principle of unity is dynamic rather than static. It is a progressive principle which operates in ever widening and ascending circles of thought and action. Within this principle it is possible to discern two functions; first, a productive function, and second, an organizing function. These functions cannot be separated, as each requires the office of the other to fulfill its meaning and purpose. Without something to organize and systematize the second is meaningless. Without an organizing agency the productive function yields unregulated results. Through its dual functioning the principle of unity has produced a race that is human. It has produced civilization; not in distinct stages, but in progressive movement, the result of which may be noted in ever ascending tendencies toward the humane life. Again, in the development of the life of humanity, we may trace the dual functioning of the principle of unity, producing and organizing the threads of human experience into the varied forms of religion, history, art, literature, and science, which constitute the priceless heritage for each succeeding generation. Thus, from the function of productivity arise the elements of human experience which the organizing function of the principle preserves, conserves, and institutes agencies for their transmission from generation to generation. The organizing function of the principle of unity is nothing less than the **Method** by which the results of the productive function are systematized into ascending series f facts which have, as their accompanime, ascending series of interpretations.

Considering, then, the manifestation f the principle of unity in the several real s of fact and interpretation of human expe-ence one may discern the process as evol-tionary, moving from rudimentary and pa-tial recognition of the meanings of life a education, toward an increasing consciou-ness of their significance. Retrospection r-veals causal agencies of the effects th make this age the best the world has know, but the human spirit, with the power to co-ceive better, presses forward towards a ideal goal hidden from human ken. Th record of ideals achieved which gave bir to new ideals furnishes ground for courag aspiration, and the faith that here the stru-gle for the complete humanization of ma kind, will be won. The sanctions for th belief are rooted deep in man's religio consciousness, which recognizes that tl struggle which is progressively definir man and humanity is also defining God ar divinity. There is also progressive recogn tion that humanity and divinity are the ne essary, mutually interpretive factors in tl processes of life.

Tennyson, in idealizing his friend, Arth Hallam, in "In Memoriam," conceives hi as the hastened product of human evolutio —born ripe before his time, and needing habitat such as earth does not afford. T the poet's vision, his friend was the arch type of man when conscious unification c human life with the divine life shall be ac complished, and when the struggle for con plete humanization shall be won. This i for the poet that

"One far-off divine event
To which the whole creation moves."

The humanitarian ideal in life and educa tion predicates of each human being th right of freedom which exists, not as an er dowment, but as a capacity of the huma soul. Freedom is the goal of individual striv ing. Under collectivistic conditions, it i the goal which civilization is ever seekin Admitting that freedom is an ideal havin the characteristic of allurement alike for sc ciety and for the individual, the questio immediately arises, how is freedom to b won? The very form in which the questio is stated indicates the dynamic character o the problem, since the implication is tha freedom is never won in a static sense, bu

; in a very dynamic sense being won. And ere emerges the problem of method in life nd education. Accordingly, then, between he principle of organic unity, which is our vorking hypothesis, and the ideal goal of ife and of education, which we predicate as reedom, there is the organizing and mediating agency—a method which is none other than self-activity which constitutes he individual soul.

Here let us recall the definitive statement concerning the impulse to activity, made in Section II of this series: "Self-activity is nan's highest endowment, in the exercise of which the self continually reveals its nature, and may progressively achieve its destiny, which is freedom." Psycho-physical life unfolds under the law of organic unity; and self-activity is the method of its revelation and realization. Primarily, then, **method as self-activity** mediates between the implicit unity of the principle and its explicit unity which is implied in the ideal goal of freedom.

The foregoing statement is in entire harmony with Froebel's law of innerconnection, since it makes the soul—which is activity—the agent of freedom for the race. It is also in harmony with Froebel's law of opposites, since method, in order to perform its mediating function, must unite within itself, in some degree, the elements which constitute the factors to be meditated, (See Education by Development p. 308). Placing the two categories of inner connection and opposition over against each other we discern that the law of opposites is but an inversion of the greater law of inner connection. The law of inner connection is the greater law since it carries with it the positive sanction of the fundamental law, which is unity, the method of self-activity which yields evolution, mental development, and lies at the basis of the philosophy of education. (See Editor's Preface to Symbolic Education and also to Education of Man). Thus, the principle of unity, functioning through generative and organizing processes, is constitutive and regulative of all life. It functions through successive differentiations and integrations for the advancement of humanity and for the development of the individual by means of the activities of the individual soul. Concentrating upon the differential characteristics of the process, has given to education its doctrine of Estrangement. Concentrating upon its integrating characteristics we have the doctrine of Education by Unification of the Froebel system.

If the foregoing positions are tenable, there can be no hardand fast distinctions between the various aspects of educational theory and practice, since the aim of education, the subject-matter of the course of study, and the method of realizing the former and of securing control over the latter issue from the matrix of a single principle. For purposes of reflection, theoretical separation between subject-matter and method may be predicated; but in reality there can be no separation. To do this is as unthinkable as the Cartesian separation between mind and matter; or the separation between man and nature which is implied in certain theories of the Froebel materials—notably, the gifts as necessary means to securing quantitative control over the world of nature; also, the separations which Froebel established between the classes of exercises with these materials—forms of life, forms of beauty, forms of knowledge.

However valuable these distinctions may be in the realm of educational theory they are inimical to good practice, since they invariably lead to the practice of emphasizing subject-matter of the course of study as the primary factor, while the pupil is a secondary factor of whom a single function is required—passive receptivity. Such teaching as this has led Dr. Dewey to say: "Subject matter never can be got into the child from without. Learning is active. It involves reaching out of the mind. It involves organic assimilation starting from within. . . . The only significant method is the method of the mind as it reaches out and assimilates. Subject-matter is but spiritual food, possible nutritive material. It cannot digest itself; it cannot of its own accord turn into bone and muscle and blood." (The Child and the Curriculum, pages 13-14). Thinking of subject-matter as all important, is to ignore the active agency of the mind of the pupil which alone determines the validity of the subject-matter as, in reality, "spiritual food."

Let us turn now to other aspects of the principle which is guiding our educational theory and practice. We have noted that this principle has productive and organizing functions by means of which the various aspects of human experience develop, and

are organized into classes known as literature, art, etc. From one point of view, any given body of experience has not only its content aspect, but it is in itself a method of control of the province to which it belongs; e. g., Biology is a method of control of that province of experience which deals with living things; but within this science Botany, while a method of control of one aspect of living things, is but partially a method of control of its correlative province of experience—Zoology.

Again, from another point of view—that of humanity, as noted—self-activity may be conceived as a principle, producing an experience, and as method, organizing experiience into a system in harmony with more or less consciously conceived ideals; e. g., Literature as represented in the great world stories which grew with the growth of the minds and hearts of men—Of what are they wrought? Of the experiencing of many individuals and of many groups of individuals, the outcome of self-activity as a productive agency. But when these several experiences are gathered by some master singer and incarnated in a single character, as in the Homeric stories of Odysseus and Achilles, or in the Arthurian Legends by Tennyson, we discern self-activity as method, organizing human experience for the enduring uplift of humanity. Because this inter-relationship exists between principle as method and method as principle, no real dualism can exist between the experience produced and the method which places it within the ordered relationships of life. Let us, then, accustom our minds to a world view based upon processes of interaction and interrelation, rather than upon processes of estrangement and separation.

Further, let us think the principle of unity, working in the realm of human affairs, in terms of movement—as something characterized by progress. Let us also think the aim and purposes of life and education in terms of movement. The pursuit of freedom will take our feet along pathways of the commonplace. It will set common tasks for our hands to perform. But, while self-activity in its necessary forms of service engages the physical self, self-activity in its higher forms may give wings to the spirit to bear it away to the realm of the ideal wherein are no boundaries of time or space. The ideal world is a world of freedom; its experiences are defined in terms of of the ideal come the interpretations which reveal the significance of work in the developing life of man. Work is the instrumentality which makes for actual physical spiritual appreciation. Thus, self-activity has power to throw the light of its ideal world upon the commonplace walk and the weary round of daily toil. From the plane freedom and leads to the higher forms of intellectual and spiritual freedom. Self- activity, working in the realm of the actual world, idealizing work, establishing ideals and striving to realize them, makes it necessary for us to think the method by which all the activities of the individual are possible, in terms of movement.

Let us for a moment glance backward over this course. The principle of organic unity with which we began and which seemed abstract and remote, has become more and more the efficient principle by which to conduct the concrete details of educational theory and practice. The principle of organic unity has produced a race that is human. Through its functioning man became a creature different in kind from his predecessors and fit for an everlasting life of progress. Thus, this principle determines our attitude toward humanity as represented in civilization. It determines our attitude toward the nature and need of the individual child. It indicates physical, intellectual, and spiritual freedom as the ideal goal of life and of education. It determines the course of study in general and should be the basis of the kindergarten program. It is the guide in selecting those themes from the main bodies of experience it has produced which are essential to the nurture of child life. It is the essential element in integrating, or arranging these experiences with their related resources of literature, art, and educative instrumentalities, into a daily program. It determines the concept of method.

In this article we have traced the functioning of the principle of unity within the human spirit and its environment, under various aspects of self-activity. It now remains to indicate the application of this principle in the administration of the daily kindergarten program, since we have still to determine the characteristic modes of activity by which the child of kindergarten age seeks to control the course of his experience. The Practical Application of Method will be the topic for the concluding article of this series.

Courtesy Senorita Castenada (See article "The Kindergarten Education in Mexico," page 291)

TRAINING IN KINDNESS AND CARE OF ANIMALS

Courtesy Senorita Castenada

CONSTRUCTION WORK IN MEXICAN KINDERGARTEN

DR. MAXWELL'S WELCOME TO THE REPRESENTATIVE OF MEXICAN EDUCATION

AM delighted to have the opportunity to express to the people of Mexico, through Senorita Castaneda, my views regarding the Kindergarten. Indeed, I regard it as a very great honor to be permitted to do so. I regard the Kindergarten as outlined by Froebel and improved by his followers and disciples as an essential part of a liberal education of the children of this and every other country. The two things that seem to me so valuable are: First. That the Kindergarten builds everything upon the child's self-activity. Second. That it makes use of the child's instinct of play to elicit his powers, and to learn by doing.

There is one other consideration regarding the Kindergarten that has not been so much dwelt upon in the literature of the subject, and that is that the Kindergarten supplies the young child with agreeable and instructive occupations for the home. The child who goes or has gone to a good Kindergarten, spends his or her time at home much more profitably, and much more interestingly. The child is a more agreeable companion to himself and to other children, more interesting to parents and friends and much less liable to be a nuisance.

WILLIAM MAXWELL,
Superintendent of Schools, New York City.

KINDERGARTEN EDUCATION IN MEXICO.

E. LYELL EARLE, Ph. D.

OF all the Latin-American peoples today in both Americas of the New World, Mexico seems to be the one that has made the most rapid and permanent advance in education. The "grand old man" who has guided the destinies of that young republic for almost half a century has left a lasting impress on this department of human advancement.

Education perhaps more than any other specific department has felt the influence of his master mind. While a man of war, when war was the means toward peace, he is preeminently a man of artistic and literary appreciation, and has ever kept a watchful eye on the individual growth of the republic. In this work he has been ably seconded by two men, Senor Sierra, the secretary of public instruction, and his efficient under-secretary, Senor Chavez, under whose wise and far-sighted administration every aspect of education has made tremendous advance within the past ten years.

Associated with these men, in perhaps the most beautiful aspect of the work, is Senorita Estefania Castaneda, who, taking the little child from the street and the ranch and even the home of the wealthy, has organized and developed education to such a degree of excellence that even our own advanced methods may learn much by study of this recent work in Mexico. The writer of this article has had the pleasure of meeting two of these three people who have done, and are doing such great work for Mexican education. Senor Chavez delivered an inspiring address at Washington at the Conference on International Education.

Senorita Estefania Castaneda is now studying Kindergarten education in the United States and Canada, and is taking a prominent part in the Mothers' Conference at Washington, and at the Kindergarten Convention in New Orleans. She is a woman, who, like so many of the prominent women who have devoted themselves to Kindergarten Training, has a great mother's soul and a great mother's insight into the needs of children, as well as a very sane appreciation of the child's place in the home, in the state and in society. Mexico is to be congratulated in having at the head of its education a woman of such sterling worth, with heart large enough to plan for his welfare, and with energy inexhaustible to carry

out these plans of true love for the child and his place in the nation.

We are glad to introduce our readers to this aspect of American education; to set before them some of the views of Senorita Estefania Castaneda, and an outline of the work she is doing in the Republic of Mexico. Her recent report on Kindergarten Education in Mexico easily surpasses any similar report that has ever come to our table. If supervisors of Kindergarten in our large cities had means at their disposal, and funds for this special purpose, similar reports would make up a source book for Kindergarten Education throughout the world.

THE KINDERGARTEN—ITS FARREACHING PURPOSE.

The first kindergarten in Mexico was founded according to plans outlined by Senorita Estefania Castaneda and presented to the under-secretary of public instruction, on the 10th of March, 1903. The plan was approved August the 18th, 1903, and the school was opened January the 2d, 1904.

In formulating her plan Senorita Estefania Castaneda was influenced by the following principles:

"The little child, as does every being beginning its life, needs special care and protection."

To give this aid and protection and to foster gradually the child's development and progress, or in other words, to cultivate the human plant, that has within itself a promise of happiness, and, in its struggle with the world looks for our help and assistance, is the chief aim and purpose of the Kindergarten.

The young plant longs for all the sap it possibly can obtain, for the fresh dew, for the joyous light from the sky. Because of its weakness it craves our fostering care and watchful solicitude. Attention should be paid to the air which it breathes; extreme care should be taken to furnish it with a mild and cheerful atmosphere; all of which are things that only a mother, a true mother by nature, intellect, and feeling can wholly give.

During his first years the child lives mainly by imitating us; he reproduces only what we give to him, and inevitably the development of his own personality is to be effected only in the presence of the examples of activity and models of energy placed within his reach. To the mother, then, belongs the first direction of the child. If she possesses high culture, the strength of her qualitie will be shown in the physical developmen and in the formation of the moral characte of her child.

But, just as there exist in family education, the devotees of the great, the noble and the beautiful, true martyrs, who sacrifice their energies one by one to the supreme personification of an ideal, there are also homes in which that light is lacking and there are a great number of children who start life among the worst conditions of neglect and misery.

The poorest classes of our society, especially, present instances of this: woman there is often the victim of ignorance and poverty, and sometimes, of the consequences of degenerate habits, and she does not understand her high mission on earth.

The organic inheritance is somewhat an anticipation of the social inheritance of the child, who, a social nomad, is a little universe that reflects the whole system of influences exercised upon his sensibilities. Is that infantile crowd that drags along in misery through the streets, the people in which the country has put her hopes of cultivating the field, of giving life and energy to our industries, and consciously co-operating with bountiful nature? If so, it is absolutely necessary to prepare the child's spirit for an active, honest, progressive life. But this preparation must and should begin early, at the proper time, without wasting the earliest, precious years of life that should be devoted to the beginning of education. We must start this development early, for although the child is apparently unconscious, he observes, he notices all the actions of the people surrounding him and he quickly assimilates knowledge.

How shall we protect this little being? Where shall we begin, so that his intelligence and delicate organism may not be impaired? Only in a place especially created for him, only by introducing him to a sweet, serene, mild atmosphere; taking him to a garden in the open air, in communion with sky and earth, teaching him to venerate Nature, to be active, observing, orderly in his movements and master of his own self.

The charitable, tender idea of transforming the school into a home, into a loving, attentive mother, that studies every manifestation of her child, and sees in those manifestations the quickening, the evolution of

a being that must become a man, began indeed with Pestalozzi, but it was Froebel, with the tenderness of his loving heart, who spent long hours patiently observing the plays of childhood so as to use them for education.

That immense crowd of miserable children, orphans bereaved of love and hope, need to come to school as to a place where their lives receive bright encouraging rays of joy, of light, and of love. A place where human dignity is respected, impulse given to self-activity, personality formed and the feeling of mutual sympathy and service developed, and finally, the child treated as a creative, active moral being.

Froebel's ambition was an infantile colony; flowers, plays, songs, were intended to beautify the early existence of man on earth and make a poem of love and work. Let us then realize Froebel's ambition. Our country's ground is rich, immense, fertile; it invites us to progress, but we lack the spirit of industry, of effort, of persistence. Have we exhausted already that generous, brave spirit which could lay the foundations of a great Nation? Oh, no! We may be sure the Mexican spirit is not dead; the only thing needed is the home, and, as a complement of this, the school.

Each one of those little souls possesses some of that creative energy. "They are only children today; they will be a people tomorrow." Let them be raised up in the arms of an intelligent, just teacher, an industrious mother, and they will grow strong and good.

But here comes a difficulty; the feeding of the soul must be preceded by the feeding of the body, and the children of the lowest classes of our society are hungry for bread and for care. What could be done in this case? The Department of Public Assistance, which has to attend to these conditions, should establish motherly schools where the child is taken away as much as possible from the evil influence of the home, and given all the nurture which his soul and body demand.

But the Department of Public Instruction can also do much. It must lay the basis of the future happiness of the little ones by founding the Model School for children as a type that must be imitated, and by forming the ideal teacher for the young. That is a capital point.

The teacher of little children must love the child; possess an intimate knowledge of his nature, have a profound respect for the progressive, methodic development of his moral and physical powers, and inquire when necessary for the psychological motives which are to be found at the bottom of every human action. Besides, she must be unselfish, almost a mother, eager to fulfill her duty, and so tender, so serene and firm as to encourage and sustain the child without any vehement expression of affection or partiality. Her spirit must be sweet and judicious, and its effects are to be shown in the child's character, which is at the same time free and docile. This is what she must be and what she must do.

There is only one book for learning all this: the child himself is a living book, and for reading it and being able to meet the child's need it is only necessary to live with him, breathing the pure, simple, innocent atmosphere of his life. To live with him, and to love him, is the same thing. He takes charge of that. His subtle, true, delicate soul penetrates into our spirit, bathes and saturates it in a healthy, mild and comforting perfume; if we are sad, he brings us numberless promises of help, consolation hope; if we are alone, he speaks with our soul.

To live with the child in that joyous transparent life, without mysteries, without doubts, without vacillation, without sufferings; to follow the child's movements and play activities; to observe his serene working; to observe how he runs in the garden, flitting like a little butterfly from flower to flower, or stopping to take out from the ground the little seed just planted, which he would like to develop with his love and good wishes; to see him absorbing Nature with all his senses, and drinking eagerly at every fountain of knowledge; to hear how he laughs with exquisite, silvery music, and to listen to the glorious hopeful song of the incipient life. This shall be the book, this the school where the girls who have aspirations to be teachers of little children shall go to learn the meaning of Kindergarten and the high mission of the kindergartner.

THE KINDERGARTEN AS AN ACTUALITY.

Every kindergarten must have a central object of interest, around which children are united by the common work. The garden is very valuable in this respect.

Apart from the study of Nature and from

the benefits derived from the general hygiene of the school and the physical culture of the child, there is another capital reason that shows the importance of the kindergarten work.

"The child is a part of human society and must be considered as such; it is necessary, then, that he learn to know his personality as a part of the whole, his relations with it, and get used to work for the benefit of it."

Froebel thinks that the best place for the learning and remembering of the social virtues is the garden itself. He says: "The child lives there a real life; there he feels the sentiments of humanity, of mutual help, of fraternal love; he practices these precepts, and unites them to his life forever.

The weakest child is helped by the strongest; if one child gets sick, his little garden is cared for and tended by the other children; the flowers are used as presents to parents, superiors, friends; the child who interferes with the order of things suffers the consequences, being excluded from the collective work of the community, so that he may learn that it is necessary to fulfill one's duties toward society in order to enjoy the pleasures coming from it.

The ground should be divided into small portions, one for every child, a larger space being dedicated to a common garden, where all the children work collectively. As ornamental plants there must be selected those of easy cultivation, as poppies, pansies, roses and carnations.

When the proper time comes, wheat, corn, flax, barley and vegetables are to be planted, all this in small portions of ground cultivated by each child, so that he can enjoy afterwards the product of his labor. The child will be the master and proprietor of his industry and work; what he creates is his own, but he is compelled to respect the rights of others and to co-operate with all for the progress of society.

In relation to the present attitude of American kindergartens toward sand and clay the following will be interesting:

SAND WORK.

Clay work is to be used in kindergarten twice a week, and sand work every day.

Sand is to be kept on special tables or in square boxes, that should be put upon the tables after protecting these with a rubber or thick paper cover.

A big wooden box placed on the floor, M100 x M100 x M700, would be preferable.

From the beginning children are very glad at the sight of the sand; they never get tired of digging in it day after day, burying in it their little hands, tracing lines, roads, making hills, mountains, caves. After having played with the dry sand it will be presented to them under another aspect—that is, damp—and it will appear as a new thing before their eyes. Objects may be gradually added, as shells, pebbles, sticks, flowers, etc., and the children will be invited to build houses, fences, dikes, foundations, etc., using the sand as the fundamental basis, but using too, as helpers of expression, the building gifts. The smallest children can use the third and fourth gift, and the older children the fifth and sixth gift. Work is to be free, but if the teacher helps just at the proper moments better results can be obtained.

In the succeeding exercises the children will represent the garden, the farm, the cottage, the village they remember; and as time passes, they will be apt to build those things more or less perfectly.

Before destroying the work, it is good to copy the best ones in a smaller size, and they must be kept, often describing them as an exercise for memory and analysis.

BUILDING GIFTS.

Each child is to build daily several objects with blocks, and these buildings, as it has been said before, are to be connected often with the sand work.

There is nothing more pleasant, joyous and fit for the educational purposes than the building gifts. Number, form, and material are to be noted in this work and some precepts are to be given in relation to the life and symmetrical forms, encouraging the children to point out many symmetrical combinations.

Froebel emphasizes strongly the need of exciting, awaking and fostering each one of the child's powers, appealing to his perception, inclination, judgment and reason by means of attractive exercises with the gifts.

The kindergartner must resolve:

1. To organize several experiences to lead the child towards the knowledge of the qualities common to all forms, producing concrete impressions of these qualities presenting remarkable contrasts.

2. To give good basis for the classification of objects, presenting typical forms and giving simple explanations that make easy

for the child the recognition of the modified type, when it comes before his eyes.

3. To give simple application of concrete explanations, showing fundamental truth as unity, continuity, sequence, etc.

4. To attract the child's interest towards the objects familiar to him, stimulating and encouraging the creative activity.

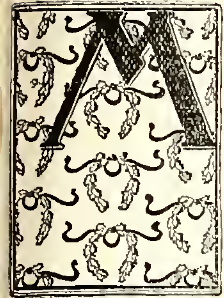
All this is to be done little by little, gradually and by using the most natural and simplest ways.

SENORITA ESTAFANIA CASTENADA
Goverment Representative of Kindergarten Interests in Mexico

TAKING CARE OF THE GARDEN IN MEXICO

PATRICK MALONEY McKLOOLIGAN PRACTICAL INSTRUCTOR.

EUNICE JANES GOODEN.



MISS BEATRICE was still young. The very fact that she thought she knew a great deal was sufficient evidence of youth. Yes, though only nineteen, a year and a half of serious study at a private kindergarten training school had apparently convinced Miss Beatrice that now she certainly knew all that could be known about the development of the infant mind—and if that is not something, what is? And still her training teacher persisted in warning the students that, as yet, they had only received the "foundation." "Experience will do for you what theory cannot," she was wont to say, "and the child, after all, will be your best teacher."

But had not Miss Beatrice's abstracts on the "Freedom of the Will," the "Connection of Contrasts," etc., etc., all received high marks—with frequently an excellent added in blue pencil? Oh, how she longed to put all her valuable knowledge into immediate practice! Of course the section of eight children in Miss Thayer's private kindergarten was a delight to her, and she loved this "practice teaching"—but Beatrice longed to "expand," she wanted a whole kindergarten to manage, and to manage all by herself, instead of being somebody's little namby-pamby assistant! Then, too, lovely as it was to teach the millionaire's little children at Miss Thayer's, her sympathetic heart yearned to play mother to all the little "Arabs" of the Third street Mission. Hadn't her main reason for taking up the course of study been that she might become a more intelligent helper among the mission children?

At last, too lovely to be true! A change at the Third street Mission left its new kindergarten permanently teacherless, and, oh joy! Beatrice, for the asking might have full charge there—the experience to be gained being more than remuneration for her services. Not since she had coddled her first doll-baby had there been so happy a girl. Here were to be twenty-five real children to coddle—and children who, she well knew, needed it sadly.

Five o'clock of that eventful "first day" found her up and drinking in superfluous knowledge from her "Kindergarten Principles and Practice" note book, and when, (altogether too excited and enthusiastic to partake of anything so material as breakfast), she boarded the car which was bound for the far-away "slums," it was with the gratifying consciousness that she had her program for the day "down pat." Do you suppose there was the shadow of a doubt in her mind just how she was going to elaborate one thought after another in leading up to the beautiful morning songs? It was to be a real "Spring program" with a lovely talk on the sunshine that was waking up all the plants and flowers after their winter's sleep. The songs, "In my little garden bed," "Oh you pussy willow," etc., were to be followed by the story of "How the lily grew," and then would come the "work period," where all these thoughts would be illustrated and elaborated by the use of the kindergarten materials! She told herself that the whole was to be one grand application of the principles she had been cramming, and through her mind flitted scraps of pedagogical wisdom, such as, "Proceed from the known to the unknown"—"from the familiar to the more distantly removed"—"to enlist a child's interest, one should make use of that which is within the range of his experience," etc., etc., etc.

Well, her car was late, as cars sometimes will be, delayed by nothing else than a broken down coal wagon. Oh, would they never get that coal off the track? She was ready to "pitch in," shoveling bravely herself, if that would only get her there sooner. But, alas, in spite of having planned to arrive an hour before the time of opening, she reached the door forty minutes late, and stepped into,—well, "bedlam!" Oh, horror of horrors, here was "freedom of the will" for you, and all possible "contrasts" in the way of antics were being "mediated" by all other imaginable varieties of antics. Her note book with its bulk of knowledge, fell fluttering to the floor, its loose leaves flying. Twnety-five little would-be "helpers" almost overwhelmed her by scrambling one over the other, each trying to pick up more

of the scattered contents than any of the rest, all the while uttering cries and exclamations, which poor Beatrice, though versed in three separate languages, was at a loss to understand. Thanks to a sense of humor, she at first felt more like laughing than crying, but that impulse did not last very long. One might expect a kindergarten to become somewhat demoralized, after having had a different volunteer teacher every day for a week; and Miss Beatrice, having known of the prolonged absence of the director, was prepared to find things a little "irregular." But she had hardly looked for **this!**

The news, piped out by a shrill little voice , that Mrs. Tubb (the janitress) had had to go away "cause her step-son's daughter was abed of a fever" did not tend to augument her joy. She found herself in what really seemed to be a difficult position. Something must be done at once to bring order out of this chaos, she told herself. What had she proposed to say first? But now, at the very time of her greatest need, her carefully worked out plans seemed to join hands with her perfectly memorized "kindergarten principles," and the two, waving a tantalizing "good-bye," took wings, leaving but one audible echo in her mind—and that was something about the "soothing power of soft music." Snatching heroically at this straw, she embraced the piano as a helper. But the soft tones, which her tapered fingers tried to produce, were quite drowned out by the noise. As a last frantic effort, then, she attempted to drown out their voices with her own—trying to interest them by talking of the Spring sunshine, etc. (for she had a faint recollection of having planned some such talk.) But this proved quite as much of a failure. Well, a story, then; there might be a magic effect in a story, perhaps. Miss Thayer's children had always loved her stories. But finally,the "piano's song," her story, and the attempted talk on "merry sunshine," having proved less interesting than games of leap-frog and crack-the-whip, she was forced to pronounce herself a failure. .**"Failure, can't get the attention or hold the interest,"** thus she sorrowfully judged herself. And it had all seemed so easy at Miss Thayer's!

But there suddenly came a deadly pause —a tragic silence. What was happening? Could she really believe her eyes, or were they deceiving her?

This, at any rate, was what she saw—thing which she had never yet beheld in kindergarten!—Most deliberately one of th "ring-leaders" in the "romp" had taken h place in the middle of the floor, and directl on the red star, painted there to mark th center of the circle (which kindergartner will remember was considered a few year ago to be an essential decoration of ever kindergarten floor), with an impressiv calmness, he proceeded to **stand on h head!** What was more, he succeeded i accomplishing the rare feat most beaut fully. It was really with a sigh of relie that Miss Beatrice noted the magic effec upon the companions of the talented acro bat. Half unconsciously they found thei seats, never removing their eyes from th charmer who had so won ther admiration There they sat, transformed, breathlessl silent, their eyes still glued upon the youn performer, whose solid little head remaine planted upon the five-pointed star! But nc even for the joy of a few quiet moments dared MissBeatrice risk that child's bring ing about some dangerous physiological dis order, such as the breaking of a blood vessel! Concluding that such a dange must at once be averted, she addressed th wee acrobat, asking him his name—the firs question that suggested itself. As a an answer necessitated his standing righ side up again, the performance ceased, bu the attention of the children was even keen er than ever, as a lusty little voice replied "Patrick Maloney McKlooligan!"

"Well, Patrick," said she, having unmis takably detected in him a leader whose en ergy it were well to turn in the right direc tion, "that's a fine long name and surely you can be a little man and help me—wouldn' you like to?"

"Sure!" was the astonishingly quick an swer. Miss Beatrice's breath was quite taken away.

Patrick Maloney McKlooligan found his feet again, and in going to his seat, chose a most roundabout route—but it was one which would take him near to her; and in passing, he gently drew her ear down to his lips and whispered: "Sure, teacher, I want to help youse. I never done that to upset 'um—I wanted to inter'st 'um. Teacher, they **got to be inter'sted!"**

This remarkable speech from a "five-year-old" was accompanied by a fascinating, half-challenging twinkle of the eye, which i

ever a handsome Irish eye spoke, said emphatically, "We're going to be friends, but if you're to be teacher here, you must use common sense.". It was hardly surprising that this remarkable piece of instruction from her infant tutor should have left Miss Beatrice again quite breathless. "Wonder of wonders, what is this wee worker of miracles before me?" she gasped, at the same moment realizing the importance of at once displaying that common sense which he seemed to exact from her. Like a flash, a new thought came to her, and, turning quickly to the circle of children, she said:

"Children, I think it would be nice to have a game. Suppose we play 'Drop the handkerchief!'" "They got to be inter'sted" still ringing in her ears, she threw herself, heart, soul, mind, and body into game after game with them. They were inter'sted, too; and as the games progressed, she had an opportunity to observe her little flock. Among them were Italians, Poles, Bohemians, and others whose nationality quite baffled her powers of classification. How many of her so beautifully pronounced English words could they understand? Of her lovely morning talk, so carefully planned, which was to tell them all about the flowers and birds that come with Spring—how could she have expected them to grasp a word? The language of gesture was the only medium she had at present.

And even had they been able to understand her tongue, she asked herself, what after all, did these poor little starved souls know of flowers and trees and birds? How many of them had even seen grass grow? Then she tried to picture their life—cooped up in their little, stuffy tenements, a dingy brick court or a back alley serving as their only playground. How could they have any comprehension of the meaning of the lovely story of "How the lily grew?"

All these thoughts flitted through her mind.

"Not quite yet, pretty program," she sighed, as she regretfully banished her former plans, for the time being, from her mind, "but later,—yes, later, they shall understand, they shall understand. For these children shall pick wild flowers and romp on grassy slopes and enjoy as actual experience that which is supposed to be the right of every child!" Already lovely plans for taking the whole flock to spend mornings at the park were chasing themselves so eagerly through her mind that she almost forgot her own turn in the new game they were playing.

"If we can't talk much now, we can do things," she concluded, "and what child of any nationality doesn't love to play games?" So one game after another they played, and Miss Beatrice finally ventured to vary this program by letting them "build with blocks." To her joy, they fairly gobbled these up with eagerness.

The morning ended all too soon, and as the happy little band departed, she and Pat might have been seen to exchange smiles. I do not know just what his meant to convey, but her's distinctly said, "Dear Patrick Maloney McKlooligan, thank you a thousand times for standing on your head!"—no doubt as strange a "thank you" as ever was uttered by the soul of a kindergartner! But somehow she seemed to connect the feat with the mysterious acquisition of what she considered to be a new grain of "common sense" on her part. . . .

That was many years ago—Miss Beatrice is older now, and the Third street Mission kindergarten stands today as a model of what such an institution should be. Trips to the parks and the country are a regular feature of the work. Window boxes prove that if children cannot always go to the country, a bit of it, at any rate, can come to them. The bricks paving the back court have been removed and the neat little gardens there show that "In my little garden bed" is not, after all, a song entirely unrelated to their daily life! And the kindergarten itself—well, the mother of one of the children described it to me once as being a "little lump of heaven" dropped down to stay on lower Third street!

When visitors ask Miss Beatrice to explain how she has managed to organize so wonderful and beautiful a "child garden," she smiles and says something about "Miss Thayer's excellent instruction as a foundation, with experience on top." Then, too, she is sure to add that "one is constantly learning from the children," and at this point she usually becomes thoughtful. Of course no one else knows what you and I happen to know, and that is, that foremost among her teachers she still places a certain little somebody, who is not altogether a stranger to us—Patrick Maloney McKlooligan, Practical Instructor!

MOTHERS' MEETINGS AND READING CIRCLES.

JENNY B. MERRILL, Ph. D.

EARLY in April every kindergartner should call a meeting to interest mothers in making a garden for the children.

Many mothers may have never realized the value in the education of a little child of planting one seed if no more.

At a meeting of the Kraus Alumni Association, held recently, a kindergartner reported that several children were found last summer actually "taking turns" in caring for a few green leaves that had sprouted from oats scattered by chance in a crowded city street!

One poor little fellow in Philadelphia was so impressed with one hill of corn that he said, "God is a better man than I thought he was because He made it grow."

Another boy became so interested that he filled a tin mustard box with ashes, the only semblance of Mother Earth in his environment, planted a pea and carried all in his pocket for fear of losing his treasure.

In the suburbs of large cities and even within them, mothers have become so interested in gardens that they have invited neighboring kindergartens to visit and even plant in their own private gardens.

Mothers readily respond and aid us in developing the nature interests of the kindergarten if we call their attention to them at the right moment.

A year ago Miss Fanniebelle Curtis reported one hundred and sixteen organized mothers' clubs in the kindergartens of Brooklyn and Queens, and one hundred and twenty-eight out-of-door gardens. There seems to be some connection between these two facts.

Now that so many cities have "a children's farm" within their limits, and so many trolley lines, many a mother may be persuaded that a timely trip to let her little ones see a vegetable or a flower garden would be of educational value well worth her effort.

Froebel urges us to interest children in the growth of vegetables as well as flowers. Radishes, lettuce and even beans have been raised in our kindergarten window boxes and city children's surprise and joy is genuine as they see them for the first time growing, instead of at the grocery store.

In one of our gardens in the Bronx a littl bed of strawberries, planted by the kinder garten children, was of interest throughou the whole school.

These few instances are offered as sug gestions which may serve to arouse cit mothers to the fact that their children nee not be excluded wholly from the joys of see ing and helping things grow.

There are lessons of patience and tender ness, of faithfulness, of fostering care that a good mother will quickly discern in this gar den work.

Happy memories of their own childhoo may be revived as the wheelbarrow, th watering-pot, the spade, the hoe, the rake are handled by their own little ones.

A German mother in one of our meeting in Manhattan, who had loved garden wor as a child, told us of an association that ha placed land at the disposal of those wh wished to raise garden vegetables. She sai that she had transported her whole famil every Saturday to the plot provided, an they had not only raised vegetables, but ha reveled in the out-of-door life. She coul not have afforded to take them to the country.

Every kindergartner should urge mothers to hunt up these possibilities and accept them.

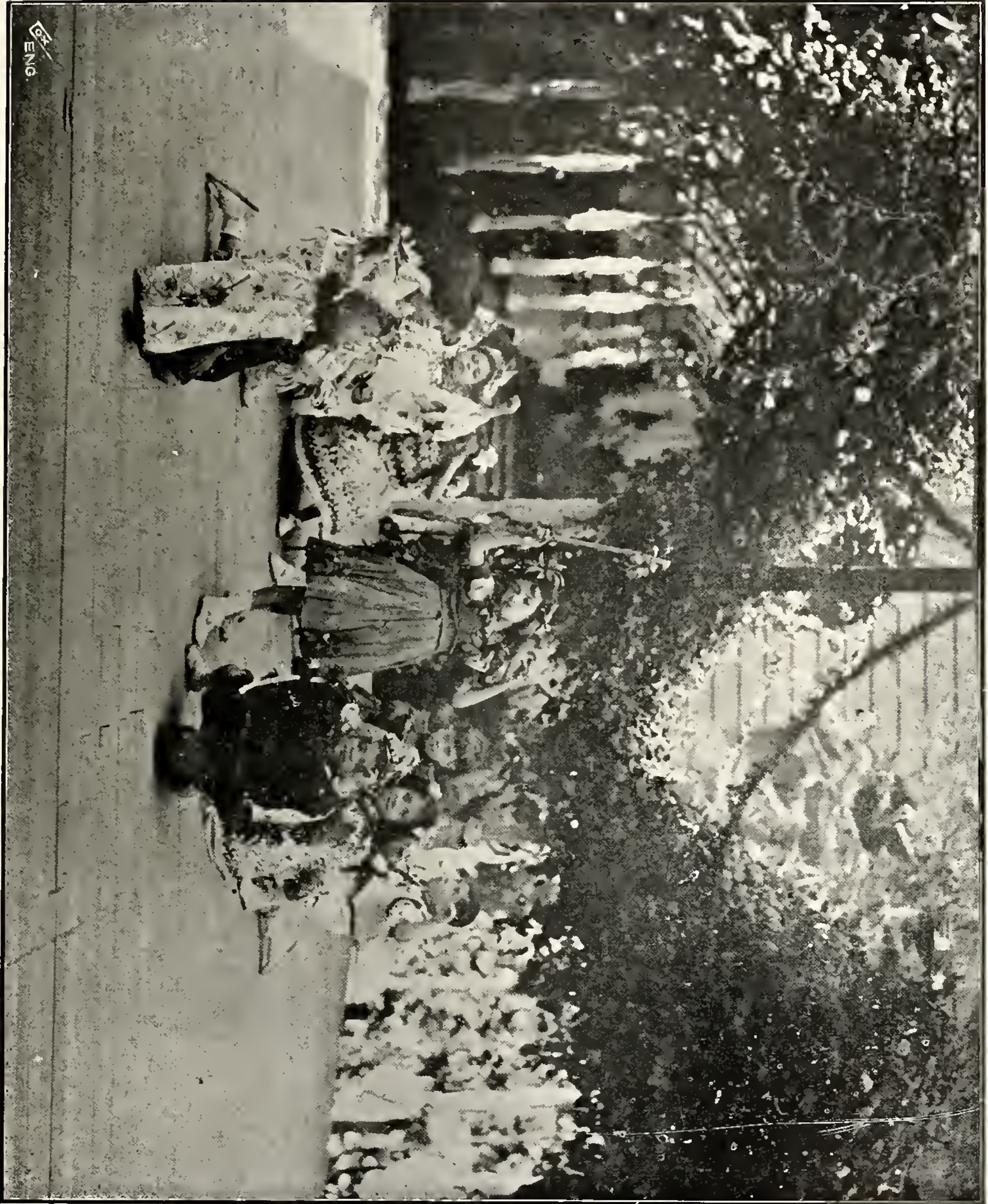
With mothers' interest aroused many gifts of plants wil gradually find their way to the kindergarten room.

Again, mothers will offer to take care of valuable plants during holidays. Mothers love to find ways of helping those who care for their little ones.

At a second meeting, attention may be centered upon "play gardens" in sand and the use of miniature tools.

Another point of interest is the play use of fallen petals and leaves for toy dishes and also in making "poppy shows." In "Lady Hollyhock and her Friends" many suggestions are given of play with flowers.

Country children love to make floral chains. City children can imitate this play in making chains of paper flowers. Kindergartners can provide patterns and mothers



NATURE GAME IN·MEXICO

FIRST STEPS IN ART

See "Kindergarten Education in Mexico"

will enjoy practicing this fascinating handwork for a half hour.

Daisy and daffodil chains are common favorites.

NOTE.—The unit for the daisy chain is a white circle. A small yellow circle is pasted or painted at the center. A green circle pasted on the reverse side adds to the effect. The children then fringe the outer circle. In stringing use daisies and straws or green paper rolled. Daffodils are made from a square of yellow tissue paper, held at the center and crushed. They are attached to the common link chain made of gray green paper strips. Long green leaves cut from the same paper should be pasted on the links at intervals.

CHILD STUDY.

FRANCES COOKE HOLDEN.

Questions for Kindergartners and Primary Teachers.

IV. LANGUAGE.

Language, in its wider meaning, includes various methods of communicating with others. The earliest language is one of gesture and cries. It is common to animals, savages, and children, and is closely confined to the concrete. Because the cry depends for its meaning on tone and inflection it is thought to be the basis of music. Picture writing is the earliest written language; it is a form of expression usual with young children. Thus there seems to be a central impulse, or instinct for expression from which speech, music, drawing, and the dramatic art take their rise.

In the very young child these various modes of expression are scarcely differentiated, but by the time the child enters the kindergarten he has gained some control of each one as a separate means of expression. He uses speech to represent things or facts, and to express his ideas. The adult, however, often gets a clearer idea of the child's mental image from the drawing of a picture or dramatization than from his oral language. The method by which a child learns to talk should give a clue as to the best way to continue his language education in the school.

A. AIM.

1. What should be the aim in training in oral languages with regard to:
   - (a) Thought, or mental grasp?
   - (b) Forms of speech?
   - (c) Vocabulary?
   - (d) Freedom of speech?
   - (e) Habit of speech?

B. INCENTIVES.

1. How may the following child interests be used to stimulate oral expression:
   - (a) Collecting instinct?
   - (b) Delight in nonsense rhymes, and stories?
   - (c) Fondness for pets and flowers?
   - (d) Pleasure in imitative plays?

C. MEANS AND METHODS.

1. Stories told by the teacher.
   - (a) Of the different kinds of stories, which are preferred by a majority of the children?
     - (1) Myths.
     - (2) Fairy tales.
     - (3) Folk lore.
     - (4) Fables.
     - (5) Modern animal stories.
     - (6) History stories.
     - (7) Bible stories.
     - (8) Nature stories.
     - (9) Symbolic stories.
     - (10) Stories of trades and household occupations.
     - (11) Poems.
     - (12) Rhymes and jingles.
   - (b) What characteristics are best adapted to hold the child's interest and attention with relation to:
     - (1) Conversation?
     - (2) Imagery?
     - (3) Repetition?
     - (4) Vocabulary?
     - (5) Climax?
     - (6) Surprise?
     - (7) Introduction of jingles?
     - (8) Snatches of tunes?
   - (c) Do you find the same stories suitable for all classes of children?
   - (d) Tested by the continued interest and attention of the children, what stories have you found best adapted for use in the kindergarten? In the primary school?
   - (e) How much of the child's interest in a story depends on the manner of telling it?
2. Stories told by children.
   - (a) How do you arrange the daily program so as to give each child a sufficient opportunity to talk to some purpose?
     - (1) Does the morning circle give this opportunity?
     - (2) If not, when is the best time for language and stories?
   - (b) What place should be given to:
     - (1) Nursery rhymes?
     - (2) Nonsense rhymes and jingles?
     - (3) Telling of riddles?
     - (4) Relating personal experiences?
   - (c) How is dramatic representation related to oral reproduction?
     - (1) Do you find that children will "act" a story before they can "tell" it in an orderly connected way?
   - (d) What series of exercises or plays will increase the child's power of thought and expression, so that, by the time he leaves the kindergarten, he can hold in mind, and express with some clearness a fairly complex situation in story, or personal experience?

Practice Department

RECREATIVE GAMES FOR THE SCHOOL ROOM.

MARY RUEF HOFER.

. HOME INDUSTRIES—SPINNING, WEAVING,. SEWING.

SIDE from the educational value of recording these experiences in the physical training of the child, the fact that the weaving figures early passed into dance forms, and have remained permanent elements of the same, though no longer identified as such, gives value to an evolutionary study of these movements. Proceeding from simple imitations, each step and its practice will lead to the better understanding of the larger application found in the Swedish wool and linen weaving games, also to all these suggestions in the Virginia Reel and many square dances.

SPINNING AND WEAVING.

Simple twisting of double thread with hands and fingers.

Hand-spinning with spindle and distaff.

1. Holding distaff in left hand or stuck in belt.
2. Twirl spindle, draw out thread.
3. Wind thread on spindle.

Small spinning wheel. (Good seat activity.)

1. Tread with foot. Good ankle movement.
2. Twist thread with fingers.

Large spinning-wheel. Good standing activity.

1. With large circular movement of right arm, turn wheel backward.
2. Holding thread in left hand, walk backward across the room, slowly, stretching thread.
3. Walk forward, allowing thread to twist itself up on spindle. Repeat many times.

Reeling; turning crank of reel, to wind yarn off of spindle onto reel,—making skeins.

Weaving at a loom. (Desk activity.)

1. Make treadle movement with feet.
2. Toss shuttle, quick movement of right arm.
3. Push beam, extend both arms forward to full length, with quick, firm movement.

SEWING.

Hand sewing. Free imitations of threading needle, waxing thread, hand sewing.

Sewing Machine, (seat activity). Active forward position of body. Place sewing on desk and run a seam from front to back on desk, or from left to right (according to the kind of machine used),—"Singer," or "Wheeler and Wilson," let children choose. Guide sewing very steadily. Treadle, good ankle movement. Sewing Machine Song, Hill, page 64.

ILLUSTRATED LESSON.

Scissor Grinder. Dramatize Knowlton's "Scissor Grinder."

1. Introduction to song played, carry wheel and ring bell swinging arms from side to side.
2. Sing first verse to get ready for work, set up wheel, etc.
3. Interlude, grinding, foot and ankle exercise, press on scissors, moving from right to left. Sch——— sound of grinding.
4. Finish, start down street ringing bell. Game repeated as often as desired.

Note standing position gives good poise. Be careful to get good imitation of grinding, steady from side to side while foot goes up and down.

WEAVING.

The weaving work of the school and kindergarten can be dramatized by the children and so help them get the idea of "one over, one under," etc., by actually playing some such weaving games as suggested below.

1. Stand three or more children in a row, slightly apart. The remaining children, holding hands, wind in and out between them.
2. Divide class into two equal lines. Children in one line stand slightly apart, representing the "warp."
3. Children in other line join hands and weave in and out, representing the "woof."
4. "Woof" line return to places and become "warp," while other line plays "woof."

All the different stitches may first be done in this way:

One over, one under. Two over, two under. One over, two under. One over, three under, etc.

The class may practice running rapidly

and smoothly through the "warp" threads.

5. Weaving strand.

Two lines, coming in opposite directions, interweave, cross on line, one side leading. This is a little more difficult and is played with dropped hands.

6. Weaving March. Two by two, over and under.

Children take partners and advance, with inside hands joined and held high.

When the double row is in good line, leaders halt, form bridge by holding both hands up.

Next two pass under, halt, face, and form bridge; and so on, until the whole class has passed under and formed bridge.

7. At signal, two couples face each other, holding inside hands high, dropping outside.

Thus the class is divided in half, in opposite directions, two couples facing each other and moving in opposite directions. This double line then starts moving, each proceeding in the direction in which it is facing, and weave alternately, over and under approaching couples.

When end of line is reached, face about, change hands and return, still weaving. Continue as long as desired.

Any of the above figures may be done in a circle, instead of a line. This introduces the "grand right-and-left," important in the playing of a great many of the folk-games.

SPRING CLEANING.

Suggestions for spring games would hardly be complete without the incidents of spring housecleaning, in which the children so delight to co-operate in reality.. This interest will give rise to many small but lively imitations, which may be turned to good account for seat and circle plays.

ILLUSTRATIVE LESSON.

In the Spring mother gets very busy cleaning and freshening the house, after the long shut-up winter time. First she takes down the—curtains—yes, and then the——

1. Gives them a good shake, shake, shake. (Shoulders.)

2. Up comes the carpet and we roll it out into the back yard.

3. Then well spread on the grass and sweep, sweep, sweep. Let us take that strip and sweep with hard long cross strokes of broom.

4. Now let us take these small rings and shake, shake, shake. Roll them up nicely.

5. Take your brooms and stretch up and take the cobwebs and dust off ceiling; brush, brush, brush.

6. Put the broom out of the window and give it a shake, shake, shake.

7. Sweep the floors in long strokes; sweep, sweep, sweep.

8. Wipe the floors with long-handled mop—forward, backward.

SCRUBBING, WASHING WINDOWS.

1. Using scrubbing brush, short, quick movements of hands and wrists. Wringing, shaking, wiping with cloth.

2. Using window mop, long, steady strokes, pushing from you.

3. Washing and wiping, arms upward stretch, downward push. Up—down. Steady rhythmic movement.

LAUNDRY AND KITCHEN.

Washing:

1. Sorting clothes in heaps.

2. Putting to soak, (using seat space between desks for tubs.)

3. Rubbing on board. (Stand beside seat, good hip and shoulder movement.

4. Wringing by hand or wringer.

5. Putting to boil, (poke with clothes stick.)

6. Suds, rinse, wring, shake, hang up to dry.

Ironing:

1. Sprinkling and folding preparatory to ironing.

2. Testing the iron with finger.

3. Rubbing and polishing on waxed paper.

4. Pressing and smoothing the garment on the desk. For this purpose raise the seat and stand inside the desk.

5. Fold and hang upon the clothes horse.

Cooking:

1. Stirring the pudding.

2. Skimming the broth.

3. Mashing the potatoes.

4. Making jelly. Crushing the fruit, straining, measuring, stirring, skimming, pouring, screwing on covers, putting on the shelf.

Making bread, baking:

(1) Sifting flour, (shaking from side to side, turning wheel.)

2. Stirring and mixing batter.

3. Kneading the dough.

4. Molding into loaves.

5. Setting away to raise.

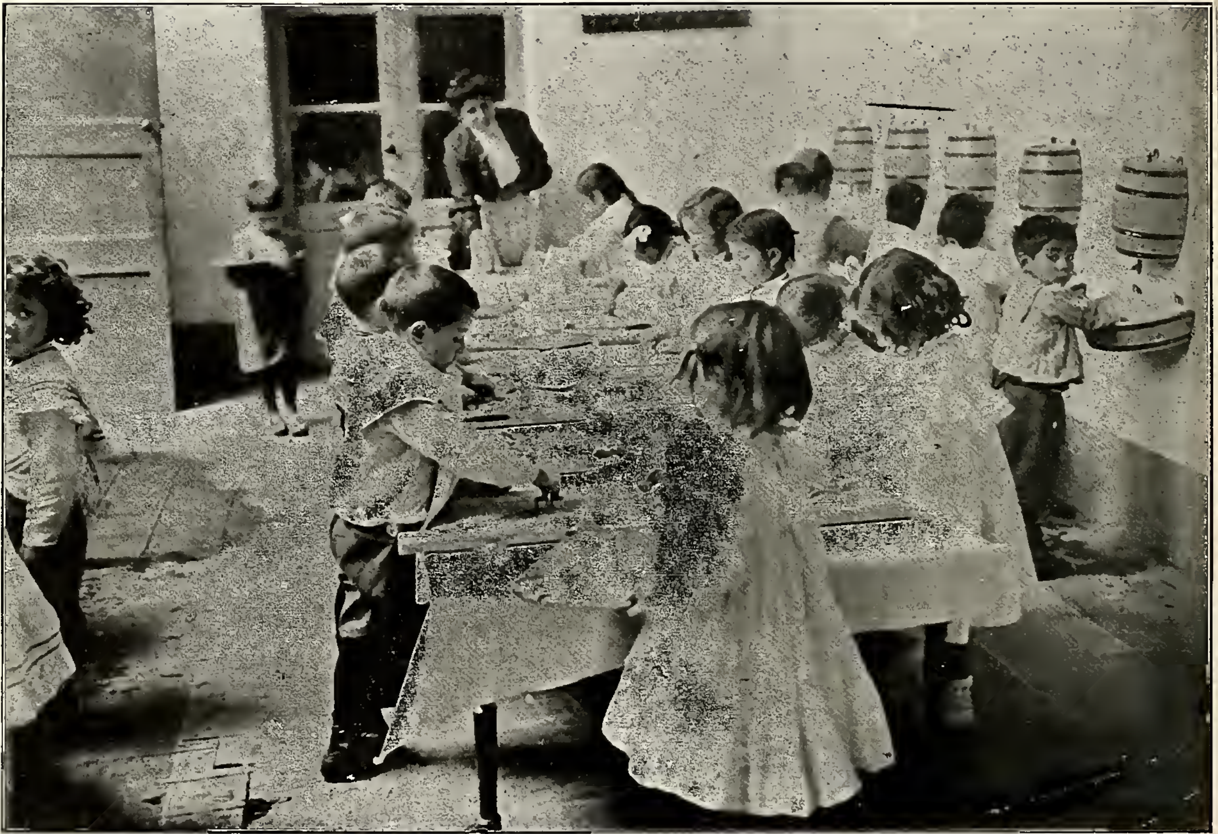
6. Firing the oven, (primitive method, large brick oven.)

7. Putting loaves into oven, (using long-handled, wooden shovel.)

8. Removing the loaves and putting on the shelves.

A variety of desk and sand-table plays can be gained from rolling and cutting cookies, making pastry, baking cake, stirring eggs, whipping icing, etc., turning ice cream freezers, and the many other activities suggested by household operations.

The trades people, going to market and shopping offer themes for dramatization which the children will easily build out into action "stories."



Courtesy Senorita Castenada

HOME INDUSTRIES IN MEXICAN KINDERGARTEN

DAY BY DAY WITH NATURE—FOR THE KINDERGARTEN AND PRIMARY GRADES.*

MARY A. PROUDFOOT, B. S.

Kindergarten Program.. Subject: The Chickens.

I. VISIT TO A CHICKEN YARD.

Visit some chicken yard in the neighborhood, one at the home of one of the kindergarten children if convenient. Here the family of chickens will be observed as a whole, the relationship of the different members to one another, what they do, also, their very general characteristics, and the speech of the hen and rooster. The children will investigate the chicken house, find the nests, gather eggs, and discover the roost where the chickens sleep at night.

If manual training is arranged for, a small chicken yard with a shelter or house can be built in the corner of the school yard. Chickens can then be purchased, and the children of the kindergarten and the grades systematically care for them throughout the year. If this is impossible, some such suggestions as are given in the above paragraph will certainly be within the reach of most practical kindergartners.

II. PREPARATION OF CHICKEN FEED.

Use scraps from the children's lunches, or whatever the children can bring from home, also any corn they may have left over from their autumn supply.

Let the children then scatter the feed, and clean the feed and drinking vessels, also refilling them. Call the children's attention to the way the chickens scratch for their food, making both bill and claw serve them, also their manner of drinking. Gather the eggs if there are any. They can afterwards imitate in their play what they have seen.

III. SETTING OF A HEN.

Let the children prepare a nest for a setting hen, counting and arranging the eggs in the same. The children then have the opportunity to observe the hen's care of eggs, how from day to day she turns them over, how she changes color when sitting on the nest, becoming of a duller hue in order to protect her eggs, and how patiently she waits.

The following are some of the occupations that can intervene during the time the children are anticipating the hatching of the eggs. These lessons should only be carried out by one small group at a time.

First occupation, use of eggs:

Boil one soft and one hard. This lesson can be given in the kindergarten by placing an oilcloth on the kindergarten table, and using an oil stove. The water can be heated in a pail. Let the children time the eggs by the clock, or better, by an hour-glass, boiling one three minutes, and the other twice as long. The soft egg can be spread on bread, the hard one sliced and laid on a piece. The children can then set the table, folding paper napkins as decorations, also using wild flowers if they are available. When all is prepared, this little group can invite the rest of the kindergarten to share in the party.

Second occupation—Bake a cake.

(Omit this lesson if conditions make it impracticable).

Use of both yolks and whites. This lesson will best be given in one of the homes. The children should measure and stir together the ingredients, also beating the whites for frosting. Each child should learn to wait for his turn, (when it cannot be planned for all children to be busy simultaneously.) They must also be allowed to do everything themselves as far as possible, or the value of the lesson will be greatly lessened.

Third occupation—Use of left-over shells.

a. Break them, mix the shells in the feed.

b. The broken shells can be used to clean water bottles by shaking the shells up and down in the bottle with water.

c. Fill egg shells with earth, and plant several tomato or cabbage seeds in each, then sink them into a window box, and when ready to transplant, dig up egg-shells, and all. In transplanting however, break the shells. This is one of the German methods of planting early cabbages and tomatoes.

Fourth occupation—use of small feathers.

Split feathers, to get rid of sharp ends, and stuff a large pillow, or small doll pillows.

Fifth occupation—use of large feathers.

Make little dusters by tying wing or tail feathers to a twig. Bright cloth can be bound over the tied portion and sewed together as a covering for the same.

Sixth occupation—use of feathers in making an arrow.

*Copyrighted.

NATURE STUDY IN MEXICO

For this, use dry cat-tail reeds. Split the larger end of the reed through the middle, then slip in a feather and fasten it securely by winding and tying it above and below with linen thread. Split the small end of the reed in the same way and insert an arrow-shaped piece of tin, which when ready will serve to complete the arrow. The bow can be made of a common willow twig and cord. The arrow is of such material that the children can decorate it according to their own fancy by the use of water colors.

Seventh occupation—use of quills.

Make a necklace by cutting the quills into short lengths. They may be colored by dyeing them and then be strung into a chain.

IV. OBSERVATION OF THE HATCHING.

Let the children listen for sounds within the shell; note which end of the shell the chick first pecks in coming out; and observe whether the mother assists the chick.

V. PREPARE FEED FOR MOTHER HEN AND CHICKS.

Let the children squeeze bread (that has been soaked in water), through their fingers till it is in the right condition for feed. At another time, cornmeal may be prepared with water.

VI. FEED MOTHER HEN AND CHICKS.

The children listen to the voices of mother hen and little chicks, call of mother and response of chicks, how she scratches

A QUEER LITTLE CHICK.

Words by MARY A. PROUDFOOT. Melody by FREDERIC JAMES LONG.

Moderato.

mf

There was a lit - tle chick - en queer, Who nev - er had a bit of fear, The
One day as moth - er hen at morn Took chicks thru fields of ri - pened corn They
Then chick in - to the wa - ter slipped, And head and neck and shoulders dipped. Quack!

mud he loved and wa - ter too, Which made his moth - er feel quite blue.
stopped be - side a brook and pecked, Tho' dan - ger she did ne'er sus - pect.
quack! said he, it's on - ly fair, For I'm a duck I do de - clare!

for them, how she covers them, and they sleep under her wings, thus protected from storm or harm. Consider the tenderness as well as the unselfishness of mother hen.

STORIES, SONGS AND POEMS.

Stories:

Clara Pierson's Barnyard People:

The Little Chick That Would Not Eat Gravel.

Emilie Poulsson's in the Child's World:

a. **The Lost Chicken.**—Emilie Poulsson.

b. **The Story of Speckle.**—Emilie Poulsson.

c. **Pe Wee's Lesson.**—Stories from Kindergarten and Home.

Songs:

W. H. Neidlinger's Small Songs for Small Singers:

a. **Chicken Song.**

b. **The Rooster.**

c. **Mrs. Hen.**

Susan E. Blow's Songs and Music of Froebel's Mother Play:

Beckoning the Chickens.

Poems:

Mary Lovejoy's Nature in Verse:

The Chicken's Mistake.—Phoebe Cary.

Alice Cary's Poems:

The Pig and the Hen.

THE MOON'S STORY OF A FAMILY OF CHICKENS.

(Translated from Hans Andersen's "Bilderbuch ohne Bilder"), by MARY A. PROUDFOOT.

"Yesterday," said the moon, "I looked down into a barnyard, and there I saw a hen with eleven little chickens. They were all snugly tucked away under their mother's feathers, for it was long past their bedtime. Suddenly, what should I see but a little girl, who, with a 'shu! shu!' frightened the mother, and then tried to catch the little chickens who all scattered from under their mother's outspread wings, and with a 'peep, peep, peep,' flew wildly here and there. The poor mother flapped her wings and clucked as much as to cry: 'Oh! little girl, don't frighten me and my little chicks!'"

"Well, I was angry," said the moon, "and I should have made it quite dark in the barnyard, had the father not come just then and marched her into the house. I didn't think anything more about it till tonight, when a few moments ago I looked down again. It was quite still at first, but presently the little girl came, shoved back the latch, and slipped into the chicken house. Of course, at once the mother and the little chickens were frightened, calling loudly, 'cluck, cluck, cluck,' 'peep, peep, peep,' and I do not know what the mother hen would have done next, had the little girl's father not appeared at that very moment. Still more angry than the night before, he took her by the arm and cried, 'What are you doing here?' The little girl bent her head, and looked ashamed, and great tears stood in her eyes.

"'Oh, father, I just wanted to kiss Mother Hen and tell her I was sorry that I chased her babies yesterday, but she wouldn't let me. I should have asked you, father, if I might come, but I didn't dare,' and the little maiden began to cry.

"'Oh!' said the father, 'is that it? Good Mother Hen, do you hear? We are sorry about yesterday.' And the father kissed the little girl, and so did I," said the moon, "on her eyes and her mouth, too."

PRIMARY PLAN.

I. FEEDING THE HEN FOR THE PURPOSE OF STUDYING HER.

For this lesson present to the children the problem of determining what kinds of feed chickens like. Thus the children will again make their observation of the hen by feeding her. In the choice of feed let those things be selected which will call into play her various typical activities while eating. For example, egg shells call for pecking, grains for scratching, meat for tearing, all of which she accomplishes with both beak and feet. The children thus become interested in what the chickens can do, and this observation will develop the characteristics of head, neck, and beak. The beak is strong like the claws and both are adapted to clinging, tearing and scratching. In what way might the claw be compared to the human hand? Because chickens are good scratchers they are said to belong to the family of Scratchers.

II. SUGGESTIONS AS TO THE METHOD OF OBSERVATION.

It is perhaps unnecessary to say that in order to make each activity stand out distinctly, only one kind of feed must be presented to the chicken at a time. A comparison can then be made between the various ways that she has of adapting her claw and beak to meet her necessities. What is the difference between the hen's use of claw and

FEEDING THE CHICKENS

beak when eating meat, and our use of knife and fork?

It may be said here that perhaps the most practical way for the primary teacher to develop her observation lesson further, will be to bring a hen in a coop into the school room for a few days, where the children can have the opportunity of making their own observations before or after school. They will discover many interesting things for themselves.

When the teacher wishes to have the children examine the hen more specifically, she can take the fowl from the coop by grasping her two legs and holding them firmly together. The hen will not be disturbed and the children will be delighted to come closer to her.

III. STUDY THE EGG.

Shape. (A type-form-ovoid). Call attention to the classic egg and dart moulding commonly used.

Note the hardness of the shell. Compare a bit of broken shell with a scale of the lime deposit found often in tea kettles. Slake a bit of lime and let it harden. Is it anything like the egg shell?

Children can be led to discover that a shell is composed of the same substance. Where do chickens find lime? They pick it up with food and get it also from water. Note the difference between the whites and yolks of eggs. The white is called albumen and constitutes the food of the chick while yet in the shell.

A QUESTION FOR OLDER PRIMARY CHILDREN.

What do chickens eat? Did any one ever see a chicken eat gravel or sand? All chickens swallow many little stones, and these cut as grinders in the stomach and break up the food. What is the chickens's stomach called? (The gizzard). Examine one if possible. Find the little stones. Note also the deep ridges of the lining.

IV. THE USE OF THE FEATHER COAT AS A WATERPROOF.

If chickens can be observed on a rainy day the children will discover that the feather coat is waterproof and will be interested to know that when a hen preens her feathers she oils them with oil taken from an oil sack that she finds in her tail.

Let each child examine a single large feather, and it will be found that the parts of the vane stick together As one child remarked: "The parts seem to be locked together by small hooks." Would these closely locked parts have any thing to do with the shutting out of the rain? Not only does each feather suggest protection, but the entire arrangement of overlapping feathers. In building a house, what similar arrangement has the carpenter for providing against rain?

V. THE FEATHER COAT FOR WARMTH.

Give children a number of different kinds of feathers. Let them investigate and find out where on the fowl these are to be found. The downy feathers are the warmest and lie next to the body. How would the waterproof coat of feathers contribute in keeping the hen warm? What way have you noticed chickens warming their toes in cold? (They ruffle their feathers).

To more advanced children it can be explained, that feathers are non-conducting and that layers of air between the ruffled feathers tend to hold in the heat just as the layer of air between the outside walls of a house will help to keep the house warm by preventing the escape of heat.

How would the chicken's way of sleeping at night, tend to warm her? (The breath warms the body). What warms the head?

VI. THE PARTS OF A FEATHER.

The quill or the shaft of the feather is the strong central portion, or midrib.

The web is the thin fan-like part. Each portion of the web can be separated and is called a barb.

The fluffy or downy part of the feather is called the fluff; the ends, the tip.

Let the children make collections of feathers and mount them on cards.

VII. THE USE OF THE WINGS.

Spread the wing of the hen and let the child see how the feathers are arranged. They are overlapped in order to brace one another in flight and to resist the air, but the children of primary grades will hardly be able to understand much about the principle of flying. By spreading the tail feathers they could be shown that the tail serves the bird in steering its flight, just as the rudder helps to govern the direction of a boat.

A comparison can be made between the dependence of domesticated birds and those of the forest. Why is it unnecessary for the fowl to fly as extensively as the bird?

One other question will also have interest for the children. Why are chickens so often

LEARNING TO SING IN MEXICAN KINDERGARTEN

Courtesy Senorita Castenada

TEACHING CARE OF PERSON IN MEXICAN KINDERGARTEN

Scenes in "de Alley" at One O'clock in the Morning

Courtesy Fleming H. Revell Co., N. Y. City

A CONTRAST

to be seen dusting themselves on a warm summer day in the road or in a flower bed? (This is what is often called the chicken's dust bath, and besides being cleansing, is said to promote the laying process).

Occupation periods:

In imitation of various varieties of chickens let the children cut free hand, all the members of a family attaching to each foot a standard so that the individuals will stand. Place these on a sand table and complete the picture of their experience.

If the primary teacher has blocks, the children can build a chicken house, fitting into place the roosts, placing miniature nests. Over the structure a paper roof can be fitted. If the teacher has no blocks, let the children make structures of cardboard-modeling paper large enough to furnish the interior as already suggested.

A mother hen could be modeled of cotton. Take a good firm piece and bunch one end into the shape of a head. Around its base, wind a thread for the neck. Next tie the other end for a little tail, at the same time modeling the body into a well rounded form. The wings can be pulled up slightly into place on either side. To get the effect it is not necessary to make feet, though they can be added if desired. For the beak insert a yellow bud of the right shape, which can be found on many trees in the spring. Buds from the balm of Gilead tree are best, because the base of each bud is just sticky enough to stick firmly to the cotton without the aid of glue. Buds are also a better imitation than any beaks that can be made.

A triangular coop can be made of one piece of paper, so that roof, back of coop, floor and slats can be pasted into one complete structure.

A STUDY OF LITTLE CHICKENS.

If time for occupation period would permit the children would become familiar with the specific characteristics of little chicks in contrast to hen, by making one of yellow, white, or black yarn. To do this, make two balls or pompons, one an inch larger than the other and when fastened together the two can be trimmed with the scissors to resemble the little chick. As a foundation for the larger ball, (or the body of the model), cut two pasteboard discs two inches in diameter. Through the center of both, cut a hole one-half inch in diameter. Now hold both discs together and wind yarn in and out from the center over the outer edges and back again, until the pasteboard is covered and the central holes filled. Next, clip the outer edges of the yarn-covered piece and again the pasteboard discs will be exposed. The discs now, should be pulled apart, just enough to tie the yarn together through the middle, down between the discs. When thus tied, slip off the discs and the large ball or main body of the chick will be finished as soon as its surface is trimmed smoothly with the scissors.

To make the head, cut another pair of discs an inch smaller and proceed as before. When the small ball is ready, fasten it into the larger one at the right angle to form a head. A few finishing touches with the scissors will achieve the exact shape of the little chick. For legs, push a hair-pin through the body and bend each end to make the foundation for feet.

Appropriate branching twigs with small buds can be pulled over the hair-pins to imitate most realistic feet. For the beak, let the children find leaf buds the right shape. Black beaded pins can be inserted for eyes.

OTHER INTERESTING USES OF EGG SHELLS.

A receipt for liniment:

To make this, use the following: One-half pint of white wine vinegar; two gills of turpentine, and one-half dozen egg shells or more, (the more the better). Powder the shells with a potato-masher, and put them in turpentine to stand over night. Strain the mixture to remove the sediment and then mix white wine vinegar with the solution. Let this stand for a few days. Shake it well before using.

II. For furniture polish: Powder about one dozen egg shells. Place them in one-half pint of turpentine; let these remain until the shells have dissolved, then melt four oz. white wax. Pour this into the solution and let it stand a day. When ready apply to furniture with a flannel cloth. The first receipt may not be so practical an occupation for the children, but the furniture polish can be used by them about the school room.

DRAWING, CUTTING, FOLDING AND TEARING FOR APRIL.

(Primary and Kindergarten.)

By Leleon Claxton, New York

April is here at last. The real Spring is with us. All about we see signs of life and growth. The April rains are having their effect. In some districts the spring flowers push up through the hard earth earlier than in other parts of the country, but in woods and gardens our old favorites appear. Before the snow is entirely gone the tulip beds and hyacinth plots make the gardens and parks gay with their brilliant colors. The jonquil and daffodils breathe a breath of spring. The air is fragrant with the perfume of lilacs. Florists are displaying rows and rows of brilliant geraniums and beautiful pansies. The earliest wild flowers are in bloom. Hepatica and violets are above the ground. Trailing arbutus may be found if you search in hidden places. The columbine is on the mountain side and fuzzy fern fronds are everywhere in sight. Some blossoms have appeared. The maple trees are covered with their tiny red blossoms. White cherry trees look like a belated snow storm. Leaf buds are fast bursting. Tender leaves change quickly from pale yellow green to deeper greens of summer. Horse-chestnut buds open their baby hands to the sunbeams.

The attention of the children at this time is naturally directed to the work of preparing the earth for planting. When these talks are being given it is necessary that the children should do more or less planting. The bean, pea and corn seeds show in a very short time the stages of development in the life of the seed, each one having a marked difference in its method of growth. So it is well to use these seeds certainly, and many others if possible. The growth and development from seed to fruit can be represented in a series of drawings. The occupations of the farmer in the spring are full of interest to the children. Clearing the field, ploughing, harrowing, planting, etc., should all be studied and represented in either Drawing, Cutting, Folding or Tearing. The home making of the birds and rearing of their young interests the children at this season and the picturing of these activities should form a part of the children's handwork in April. One of the marvels of early spring is the suddenness with which jumping ropes and hooples burst upon a community. About the same time, tops and marbles appear on every pavement when a few days before sleds and skates seemed to be the only playthings a child enjoys. All of these pastimes have their places in the month's work and a teacher who knows the moment to introduce them will be delighted with the fine results from the children.

Drawing.

Tulip plant.
Hyacinth.
Jonquil.
Daffodil.
Lilacs.
Geranium plant in pot.
Pansy.
Cluster of hepatica.
Bunch of arbutus.
Cherry blossoms.
Horse-chestnut twig.
Bean plant.
Pea. plant.
Corn plant.
Bird's nest with eggs in.
Bunch of violets (book cover).

Free Drawing.

People walking in the rain.
Trees with new leaves.
Flower wagon.
Activities of farmer in Spring.
Represent bird life.
Children at Spring plays.
Illustrate story work.

Practice Drawing.

Hooples.
Jumping ropes.
Field with furrows ploughed.

Cutting.

Umbrella.
Rubbers.
Tulip.
Jonquil.
Horse chestnut leaf.
Robin.
Girl jumping rope.
Girl rolling hoople.
Boy spinning top.

Drawing and Cutting.

Tulip plant. Place in flower pot made of spool as described before.

Flowers for flower wagon.

People in the street in different attitudes during rain storm.

Farmer at Spring employment.

Two girls turning rope.

Boy spinning top.

Girl roller skating.

Boy with hockey club.

Girl rolling hoople.

Bluebird from a stencil.

Robin from a stencil.

Branch of a tree on which to place the robin or bluebird.

Illustrate story work.

Folding and Cutting.

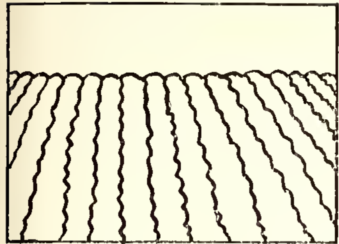
Flower wagons.
Plough.
Bird house as described before.
Hoople.
Jumping rope.
Flowers. Cut double.
Flower wagon.

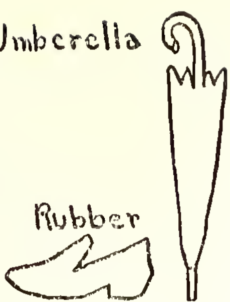
The body of the wagon is the oblong box. The wheels are drawn and cut, then pasted to the wagon The flower pots are either spools or rolls made of long strips of red paper as described before or the cylinders of the Hailmann's beads. The flowers are drawn and cut, then placed in the pots. The pots are pasted to the bottom of the wagon. A stout string to pull the wagon is more serviceable than pasted slats for shafts. A toy horse may be added or a horse drawn and cut.

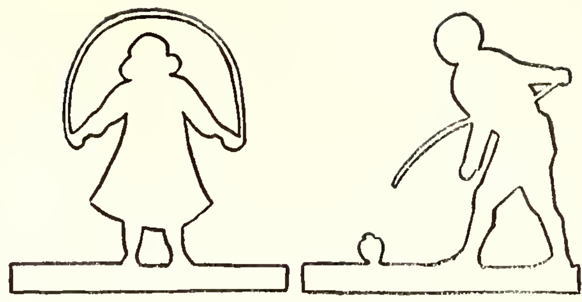
To make the plough take a four inch square and fold one diagonal. Keep paper closed; fold the other diagonal. Use edges of paper for the base of the plough and the closed corner for the front of blade. Paste a slat on either side near the base and parallel to it for handles.

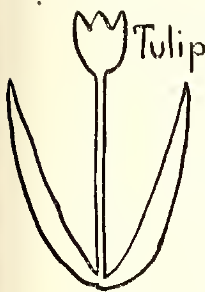
Tearing.

Umbrella.
Rubbers.
Cherry blossom (draw and tear).
Horse-chestnut leaf (draw and tear).

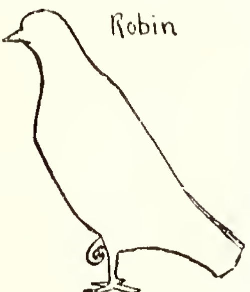

Field With Furrows

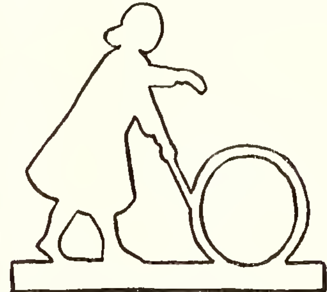

Umberella
Rubber

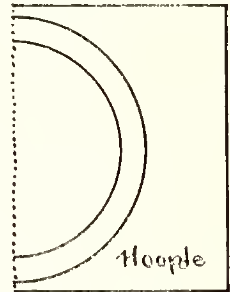



Tulip

Jonquil

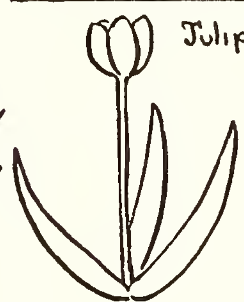

Robin




Hoople

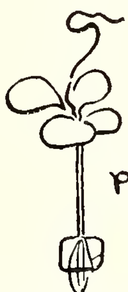
Hepatica

Cherry
Twig


Tulip

Hyacinth

Bean Plant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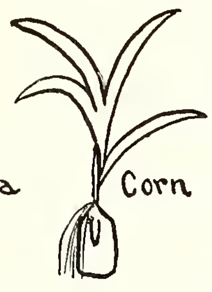
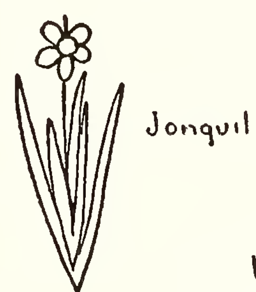

Corn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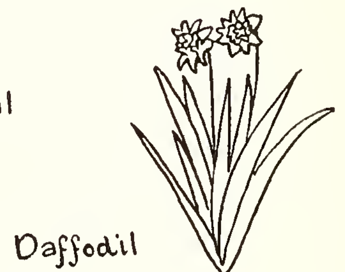
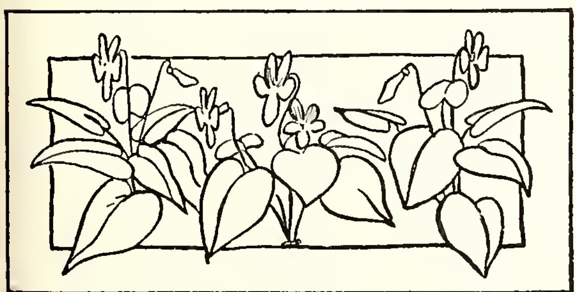
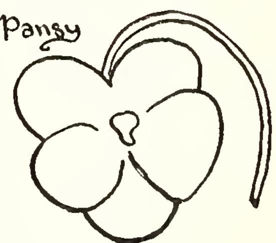
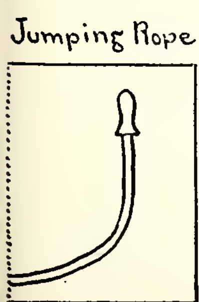
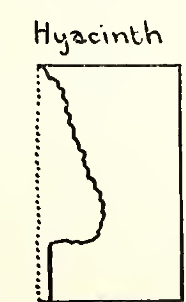

Daffodil

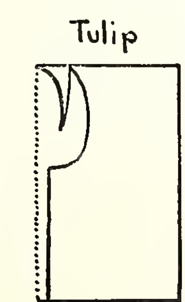


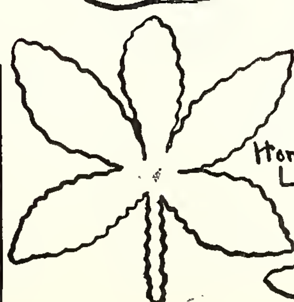
Geranium

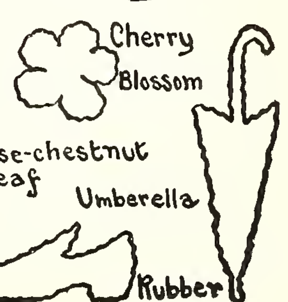

Pansy


Jumping Rope


Hyacinth


Tulip


Horse-chestnut
Leaf


Cherry
Blossom
Umberella
Rubber

The Water-Cart.

Words by Lileon Claxton. Music by Isabel Valentine.

Allegretto.

Drip, drop, drip, drop, Sprin - kle ev - 'ry - where,

8va.

Lay the dust, Cool the street, Trav - el ev - 'ry - where.

loco. *8va.*

Pedagogical Digest Department

CELEBRATION AT THE NORMAL SCHOOL FOR LADY TEACHERS, MEXICO.*

*Translated from "La Ensenanza Normal" through courtesy of Director Alberto Correa.

ON Saturday, the 21st of December, the closing exercises of the Normal Training School for Lady Teachers was celebrated with all the ceremony peculiar to these annual festivities. The Minister of Public Instruction and Fine Arts, Mr. Justo Sierra, accompanied by the Sub-secretary of the Department, by the Director General of the Normal Schools, by the Directress of the Female Normal School and by a group of teachers belonging to the same, presided over the festivities, which were well attended by a numerous and select assemblage.

The programme contained the following:

I. Selection of Music by the Police Band.

II. "The Bronze Race," by Amado Nervo, recited by Miss Julia Moll, a Normal School girl.

III. "Virginius," a dance by girls of the first year Primary School.

IV. "Sursum Corda," by G. Martinez Sierra, recited by the Misses Eulalia Guzman, Angela Palacio, Elena Tico, Concepcion Yarza, Josefa Mondragon, and Isabel Buenrostro, all Normal School girls.

V. Gymnastic Exercises by the fourth, fifth, and sixth year school girls of the Primary Annex School, directed by Miss Elena M. Peredo.

VI. "La Locomotora," a chorus by Prof. Felipe Ramirez Tello, sung by girls of the Normal and Primary Annex Schools.

VII. Gymnastic Exercises by Normal School girls, directed by Misses Amalia Diaz and Luz Garcia Sanchez, both teachers of gymnastics in the establishment.

VIII. National Hymn, sung by all the school girls.

Each number was tastefully and artistically executed and as the last tones of the National Hymn died away on the lips of the fair songstresses, thunders of applause resounded from the arched vaults of the vast edifice. Minister Sierra and his friends afterwards visited the exhibition of manual work installed in many of the halls of the immense structure. The number of objects exhibited has been remarkable this year; a large supply of under clothing, made with wonderful accuracy in every detail; beautiful embroidery done in white and colored thread; paintings on satin; pictures in water-colors; plaster of Paris moulds, wire-works fashioned in a thousand forms, etc., etc., all artistically executed and bearing the stamp of delicacy, communicated by feminine hands to all that they do. Mr. Sierra expressed the pleasure he felt at each manifestation of ability from the young folk, who have been taught by the school to elevate the status of their homes and in this way rescue both themselves and their families from degradation and misery.

The last part of the school festival program was in form of an animated Kermesse, which took place in the ample gardens of the school on Sunday evening. Numerous posts or stands were installed in the corridors which surround the play ground or yard. Many of the young ladies employed as teachers in the establishment presided at these with characteristic grace. All the school girls enjoyed the Normal School festival immensely this year, attended as it was by a most unusual concourse of select citizens and shedding as it did an exuberant joy upon the entire neighborhood of the Normal School, illuminated on this evening by the pallid rays of a winter sun and animated by the warmth of hundreds of guileless maidens ,who with hurrying feet in joyful bands, paced to and fro in the avenues of the beautiful gardens.

Festivities like those we have here rapidly sketched give solace to the mind and send a ray of hope into the heart in regard to the future of the generations, which at the present day crowd the public schools. The children educated in them cannot be anything but good men and women. They have been educated in the atmosphere of happiness and the stories of science have been made attractive by the influences of a pure affection. The sombre and cloistered schools of long ago left many dark spots on those of us who were educated in them, because the young intelligence is a looking-glass which reflects all things, from the bright red which betimes tinges the clear blue sky to the flaming color of the wild violet which adorns the meadow, and from the threatening gust of wind on a stormy horizon to the torrent of hatred which rages in the depths of the perverse human heart;

for this reason it ought to be surrounded by pleasant landscapes and sweetest harmonies and for this reason, too, the school festivals of our times are and ought to be notes of joy and waves of love which soften, melt and mould the hearts of all.

RECIPROCAL VISIT OF AMERICAN TEACHERS TO EUROPE.

THE National Civic Federation, through the generous co-operation of the International Mercantile Marine Company and that of Alfred Mosely, Esq., of London,has undertaken to arrange for a visit of 500 or more selected American teachers to inspect the schools and colleges of Great Britain and Ireland. A limited number, as stated below, can arrange to visit the Continental countries as well. Those who make this visit will be met on arrival by reception committees, with whom details as to places and schools to be visited can be arranged.. Within certain limits, hereafter named, at least 500 teachers can, if they choose, have the benefit of greatly reduced fare for the ocean voyage.

The conditions of this visit are as follows:

Rates. The trip must be made during the months of September, October, November, December and January, 1908, east bound; uand between November, 1908, and March 15, 1909, westbound. During this period the steamers indicated in the following service:

White Star line, New York—Southampton Service.
White Star Line, New York—Liverpool Service.
White Star Line, Boston—Liverpool Service.
American Line, New York—Southampton Service.
American Line, Philadelphia—Liverpool Service.
Red Star Line, New York—Antwerp, Dover (England) Service.
Dominion Line, Montreal—Liverpool Service.

will convey from their respective United States and Canadian ports and back, a limited number of school teachers in the Second Cabin for the fare of Five Pounds each for the round trip. A teacher ned not return by the same line by which he or she made the outward voyage.

The number of teachers in any one steamer is limited by the terms of the arrangement with the International Mercantile Marine Company. The lines named comprise many of the finest steamers afloat, in which the Second Cabin accomodations are equal, if not superior, to the First Cabin accomodations of ten years ago. In making the arrangements for the reduced rates for the Second Cabin exclusively the Company is following the precedent established when the English teachers visited the United States in 1905 and 1906. If, however, any teacher should prefer to travel in the First Cabin, this passage can be arranged for at the minimum published rates.

Number. The number of teachers who can receive the benefit of the reduced Second Cabin rates named in the foregoing paragraph is limited to 500. Of these, not exceeding 50 may visit the Continent, landing at Antwerp. Such a visit would, it is believed, be of peculiar interest to those interested in trade and industrial education. Only those who have a sufficient acquaintance with the French or German languages to profit by such visit will be accepted for this part of the trip.

Nominations and Applications. Nominations must be made by Boards of Education, Boards of Trustees of individual institutions, or other appropriate educational authorities, and no applications from individual teachers will be received unless transmittted through the appropriate educational authority and with its endorsement. In making allotments, preference will be given to nominations made by those educational authorities who propose to continue the stated compensation of the person named during his or her absence, for the purpose of making this visit.

Selections. The selection of teachers will be confined to those engaged in elementary and secondary schools, in industrial and technical schools of elementary and secondary school grade, and in institutions for the training of teachers.

In case more than 500 nominations are received the teachers selected to make the visit will be chosen equitably from different sections of the country and from different types or grades of educational work.

The National Civic Federation, through its appropriate officers, reserves the right to make such selection of teachers for this purpose as may seem to it best in accordance with the principles above named.

Sailing Dates. The teachers selected upon nomination or application who desire to take advantage of the reduced steamship rates will be assigned a definite ship and sailing date for both the outward and the homeward voyage. In making such assign-

ment the desire expressed by the teachers as to ports, ships, and dates will be taken into consideration as far as it is possible to do so.

Information. Applicants will be furnished on request, with information as to the arrangements made for their reception on arriving at a British port or at Antwerp and as to the probable cost of a visit of from four to six weeks' duration.

Applications must be made in writing on or before June 1, 1908, on a form which will be sent upon request.

All correspondence should be addressed to

ROLAND P. FALKNER,
Executive Secretary,
281 Fourth Avenue,
New York, N. Y.

MONTHLY DIGEST OF THE EDUCATIONAL PRESS ABROAD.

GERMANY.

Many, very many educational matters of the highest importance have transpired during the past two months in the educational realm of Germany; still, while all deserve a thorough review, there is one, as it would seem, that eclipses all others in fulness of presentation and abundance of the most valuable material. This is the Report on the deliberations of the Congress for Children's Child Study and Care of Youth (Kinderforschung und Jugend Fursorge), held at Berlin under the presidency of Dr. W. Muench, and attended by the greatest lights of German learning. This report is exhaustively given in the "Zeitschrift fuer Experimentelle Psychologie," edited by Dr. Neumann, and constitutes a veritable symposium of the very best and most valuable researches that have ever been brought out in this most valuable science of all sciences. The limitation of space prevents us from presenting more than the titles of the addresses and the names of the lecturers, but even from this mere enumeration our readers can form an approximate idea of the weight of the subjects and their educational importance. Dr. Baginsky spoke "On the Impressibility of Children's Minds to Environment," Dr. Meumann discussed "The Scientific Investigation of Different Endowments of Children," Rector Ufer treated the "Relation of Philosophical Investigation to Pedagogy," Dr. W. Stern set forth the "Fundamental Problems of Psychogenesis" by a comparison of inward conditions and outward facts; Dr. Fuerstenheim gave an elaborate opinion on "The Period of Reaction in the Age of the Child Differentiating it Among Boys and Girls"; Dr. K. Schafer presented a treatise on the "Innate Color-Observation Among Children"; Miss Hanna Mecke delivered a most glorious and inspiring oration on "Froebel's Kindergarten, the Prototype of the Education of the Future"; Dr. A. Engelsperger took for his subject the "Necessity of Familiarity on the Part of the Teacher With the Psychic and Physical Nature of Children Entering the School at Six Years of Age"; Dr. Deutsch presented a lecture on "Individual Hindrances to Children's Attention"; Dr. F. Weigl made an exhaustive statistical report on "Present Municipal Provisions for Stuttering Children at Home and in School"; Prof. G. Riemann chose for his subject the "Education of the Deaf-Mute-Blind"; Dr. Felitsch spoke on the "Treatment of Children Dismissed from School," arguing strongly against the present patronage system; Prof. Dr. Heubner's subject was "Idiotic Children"; Dr. Locurnberger introduced for his topic "Vacation Schools"; Dr. Pabst furnished an essay on "The Psychological and Pedagogical Value of Manual Training"; Dr. Martineek took for his topic "A Scholar's Present Mission"; Dr. Kulemann discussed "The Judicial Procedure Against Depraved Young People." Dr. W. Muench, the president, wound up the proceedings with a critical survey of all that had been presented. If it is stated here that each of the essays was subjected to a free and critical discussion by all the members present, it may easily be inferred that an overwhelming avalanche of information, suggestion, material, facts, was let loose upon the hearers. Still, it must have been a most valuable, profitable, fascinating mass of learning, and it will no doubt redound still further to the welfare of humanity, when the various committees appointed for considering the matter here presented will render their reports at the next meeting of the Congress.

The "Zeitschrift fuer Paedagogishche Studien," Dr. M. Schilling editor, presents as usual a number of valuable articles, in two of which we were specially interested, viz., one by M. Schulze entitled, "The Threefold Problem of Science," and another by Dr. M. Teltege on "The Importance of Drawings in Connection with Instruction in Geography." With regard to the latter, we feel ourselves induced to state that it has rarely ben our privilege to read equally conclusive and practical presentation of this subject in so small a compass.

The journal entitled "Die Neuren Sprachen," William Victor editor, contains articles that would seem deserving a mention, if not a closer reading, among them one by Hermann Schuermann on "Study of Modern French Literature at Our Universities," another from H. Smith in Glasgow on "English Boys Fiction," and still another, "Mother-tongue in Foreign Lands."

There is on article that we found in the "Korrespondenz Blatt fuer Wuertemberg," and that appeared to us very original and at the same time very suggestive; it was written by Mr. Budden and bore the title: "New Paths in Arithemetic." Although perhaps little adapted for public schools, the "new paths" would perhaps be applicable in commercial colleges and kindred institutions.

The "Monatschrift fuer Hochere Institute," Dr. H. Kopke and Dr. H. Mathing, editors, presents us with several articles of interest, one by Dr. Mathias on "The Gymnasium and the Demands of Modern Times"; another by Dr. Lambeck on "The Study of History as a Valuable Means of Culture."

There is published now at Leipsic "The International Archiv fuer Schul-Hygiene," which in its last issue brings a number of articles written in German, French, English and Italian. We mention this fact as a significant proof of the ever-growing tendency of our age towards the cosmopolitan enlargement of the human mind, and as a suggestive hint of the necessity of acquiring modern languages, unless recourse is had to Esperanto or Volapuk.

MEXICO.

That her proximity to the United States as well as her manifold commercial relations with the great American Union aid Mexico more than other American republic in making greatest advance in the cause of education, must appear obvious to even the most superficial observer; nevertheless it is astonishing how great an interest her people have of late manifested in nearly every sphere of education and how truly generously her government responds to all the pedagogical needs of her people. With all the inspirations for educational improvement, there are evidenced many proofs of a wise and considerate moderation which purposes to examine everything profoundly and calmly, and to select only the best methods and the most approved

systems. This policy is shown nowhere to a better advantage than in the monthly issues of her governmental "Bulletin de Instruccion Publica," each issue representing a closely printed volume of about 200 pages and devoted partly to the promulgation of educational enactments, partly to the discussion of desirable national innovations, which after a critical test may later on be introduced into the public school system of the youthful but progressive republic. Thus, we find in the September issue of that publication a very interesting article on "Primary Education in Hungary"; another equally meritorious, on "The Hygienic Conditions of School Buildings in the United States"; a third one from the pen of Senora Teresa Guerrero on "The Primary and Normal Schools in Paris"; and still another from Senor Raquel Santago about the professional and commercial schools of the French capital. The October issue contains among many other articles of great national importance a review of the legislative enactments in the United States about the preservation of American antiquities, together with numerous propositions for the adaptation of similar statutes to Mexican conditions (which has since been realized). The November issue of the Mexican Bulletin brings a great number of decrees for the promotion of the jurisprudential, medical and art instruction in Mexican colleges and most properly winds up with an essay on "Mexico of Yesterday and of Today," which gives a clear survey of the great strides that Mexico has made during the last five decades of her national existence.

"The Ensenanza Normal," published by Prof. Ricardo Castro of Mexico, now in its third year, is a very creditable publication which in its last number among other articles of interest contains an eloquent address by the Director General of Primary Education Inginiero Miguel Martinez, in honor of Enrique C. Rebsamen, the founder of the Kindergarten of Mexico.

BOOK NOTES

The Macmillan Company announces for early publication "The Kindergarten in American Education," by Nina C. Vandewalker, B. S., M. Pd., Director of Kindergarten Training Department, Milwaukee State Normal School. This is a book which has long been needed and which will receive a hearty welcome from many besides kindergartners and teachers. It is a summary of the kindergarten movement in the United States, and shows how vitally the kindergarten and the principles which it embodies have influenced American life and thought. The service that women's organizations have rendered the kindergarten; the extent to which churches are adopting it as an agency in Sunday School and missionary work; and its effectiveness in social settlement and welfare work, are some of the topics that will make the book of interest to the general reader. The chapters on the kindergarten in the public school system, and the one on new tendencies in kindergarten work, contain information that will be welcomed by every school superintendent. The summary of legislation concerning the kindergarten in the different states of the Union is a feature of special value. The reputation for clear and forceful thinking that Miss Vandewalker has made by her contributions to educational journals is well sustained in her latest work.

"Waifs of the Slums and Their Way Out," by Leonard Benedict. This is a book to be read by all interested in the momentus problem presented by the innumerable street gamins of our big cities who are so soon to grow up into powers for evil or good according to the training they receive. The story told is practically the history of the College Boys' Club, but the statements made by Mr. Leonard, and the methods to be employed in reaching and transforming the street waif into a boy of good principles and habits are reinforced by quotations from Jacob Riis, Ernest Poole, Owen Kildare, Josiah Strong, Isabell Horton, and others who have worked successfully with the boy and girl of the street. The work done by this institution is unique in that it is founded on prayer and has throughout its history been, as the first chapter states, "run by people who believe with the prophet of old that 'It is better to trust in the Lord than to put confidence in princes.' " But as the writer says elsewhere, good business methods and common sense, and a determination to study the field and understand its possibilities, its difficulties, is not incompatible with, but is rather a part of the true spirit of prayer. Before attempting to organize his clubs Mr. Atkinson made a thorough study of the situation from every point of view. He had already ten years experience in philanthropic work. He knew well the terrible environment in cities and the descriptions given by the author of the book are a fearful revelation to those who may not have themselves seen the conditions depicted. But wonderfully inspiring are the stories told of results accomplished through the friendship, affection and wise guidance of those interested in these waifs. Not only do we find here the baths and opportunities for plays and games, the clubs for recreation and for study found in settlements and missions, but there are classes to train the boys for special work and then it is seen that the boys are placed in those occupations for which they are naturally best fitted. The Chicago Boys' Club has made industrial training and Christian instruction the leading factors in its work.

The problem before the boy's friend is in part the following in the words of Mr. Leonard:

"The theater manager, the saloonkeeper, the dive owner, all pose as the special friends of the boy. The theater manager takes an interest in the boy in order to get him to attend his performances and thus to get his pennies into his own pockets; the saloonkeeper interests himself in the boy in order to cultivate in him a taste for his poisonous wares; the dive owner makes himself a friend of the boy in order to ensnare him in the meshes of his web of vice. If the Christian worker is to win the boy of the street, he, too, must put in his bid for him. He, too, must study the boy's nature, and he must make a stronger appeal to him than any one else is making or can make."

Among the topics described in the three chapters we find one called "the plan of attack," which gives helpful suggestions of the attitude of mind necessary to reach the boy you want to help. Another chapter tells of "religious work with street waifs. One that is quite necessary to an understanding of the perplexities of the situation describes the "newsboy and his real life." Another division tells of the work of the friendly visitor and the visiting nurse who reach the children in their homes. "An urgent need" taken up in another chapter is the need of a trade school "whose advantages shall extend to the poorest of the poor," to follow upon the industrial training of the earlier years. The book is well illustrated. The revelations of society's neglect of its duties to its children may well make us pause before we cast any stones at the atrocities of the Congo or any other part of the world. Right in our own country is the harvest field ripe for the harvester. Fleming H. Revell Co., New York City.

"The Welfare of Children." A reading list on the care of dependent children. This is a valuable little bibliography compiled by Mary F. Lindholm

under the direction of Superintendent Hill of the Brooklyn, (N. Y.) Public Library. We can best give an idea of its scope by printing the scheme of classification as given on the first page. It gives 1. A list of the various bibliographies upon the topics covered. 2. General sources of information. 3. Factors tending to produce juvenile delinquency and dependence, sub-divided as to general causes, psychological and physical causes and characteristics; poverty, tenement and street life, and child labor. 4. Care of dependent, destitute and neglected children. 5. Methods of prevention and reform of juvenile delinquents, which also is subdivided, telling where to go to find data concerning general methods; and then the more specific methods as moral training in schools, clubs, and summer camps, vacation schools and playgrounds, and "fresh air" work. Under methods of reform the classification covers: 1. Reformatories, truant schools, industrial schools, colonies and farms, juvenile courts and probation work. In each case references are first given to books upon the subjects named and next to magazine articles. Any one interested in studying this important subject of the welfare of the children from any standpoint will find this little handbook very useful. It will prove a great time saver, making unnecessary recourse to Poole's or other indexes.

"The Child's Own Library a Guide to Parents," compiled by Miss Clara W. Hunt, Superintendent of the Children's Department of the Brooklyn Public Library, gives the names of sixty choice books, most of which have stood the long years of test with which children should be familiar. It will help the thinking parent to choose wisely the books for his child's library. A few words tell briefly the distinguishing characteristics of the volumes suggested, and these assist in making a selection. They are classified into books for children under eight and for those over eight. They do not include books of "information" but rather books that make for power, such as have "proven their power to influence the ideals of children." Published by the Brooklyn Public Library.

"Magic Casements." A second fairy book, edited by Kate Douglas Wiggin and Nora Archibald Smith. This is a very choice collection of fairy tales from the English, French, Russian, Scandinavian, Hungarian, Japanese, etc. They represent those less widely known than what are found in the usual compilations and the selection is made with the taste and judgment of the sisters who are so well known not only for their own charm of style in writing, but also for their knowledge of what the children both need and enjoy. This volume is intended for children somewhat older than those for whom the Fairy Ring was compiled, and the tale will prove somewhat more elaborate, more poetic and romantic than those found in the preceding volume. Even the American Indian and the South African story teller are represented, with tales which possess the real spirit of poetry. The book derives its name from the lines of Keats:

" . . . Magic Casements opening on the foam of perilous seas in faery lands forlorn."

Published by the McClure Co., New York. $1.50.

"Sesame and Lilies and the King of the Golden River," by John Ruskin, with notes and introduction by Herbert Bates. We agree with Mr. Bates that "no work makes a stronger appeal to the best that is in every boy and girl. Few books are more ennobling, few so helpful in the shaping high ideals of life. . . . We go to him not to learn mere facts, but to feel the stimulus of his genius and the inspiration of his generous idealism." It is encouraging to know that these characteristic lectures of the great English genius, lover of mankind, are being edited for use in the schools. Hand in hand with the movement for the much-needed industrial education should go just such penetrating studies as those of John Ruskin, who has done so much to turn the ugly world of manufactures into a world of beauty, and service for the highest ends. The biographical sketch studies Ruskin as a man and as a writer with several pages summing up his teaching and influence. There is given also an analysis of the lectures, suggested, such subjects for composition as the following: Tolerance in religion; the preservation of beauty in nature; reasons against buying showy but cheap furniture; arguments for or against "organized charity"; how a boy or girl can help the poor, with other topics besides. Two bibliographies are given, one on Ruskin's own writings and one on writings about Ruskin. Macmillan & Co., New York City.

"Home, School and Vacation," a book of suggestions, by Annie Winsor Allen. This is indeed a bookbook of suggestions and whether or not you agree with the author in all of her oracular statements one must acknowledge that she is stimulating, interesting and instructive. Insight and penetration are evident upon every page. The first chapter is an illuminating inquiry into the relation of the parent to the expert in teaching. The writer does not believe that the school should try to incorporate the home atmosphere and home opportunities. "For children and for elders, home is the place of adjustment, where rigid system, public convenience, and strict impartiality,—the rulers outside,—yield to personal needs. . . But school represents necessity. . . It should mean primarily duty and justice—it should represent impersonal inducements to effort." Then follows the statement that all young teachers may well lay to heart. The teacher must not purposely use personal charm or personal affection as an inducement. Persuasive vigor and endearing enthusiasm he must have, but they must not be put conspicuously in evidence. His chief dependence must be a silent confidence in the power and importance of beautiful, gracious, mysterious influences beyond himself, —the influences of order, wisdom, foresight, fidelity, growth and achievement. Chapter II discusses the "nature of schooling." Eminently sensible are many of the ideas herein expressed. In her analysis of the characteristics and the needs of infancy, childhood, youth we are told that "simplicity, thoroughness and serenity" are what should dominate education in all of its stages." The perfection at which to aim for childhood is the perfection of simplicity,—simplicity in curriculum and appointments, and simplicity in effect. Many schools miss this simplicity of effect in the complexity of their effort and elaborateness of their plant. They give the inexperienced pupils the impression that there is no end to the necessary things, and that there is no difference of importance between good ventilation and polychromatic photographs. They provide an especial appliance for each separate thing that is to be done, instead of using the smallest possible number of implements and methods, in order to draw attention to essentials. This mistake is characteristic of our age. We are sadly without a sense of proportion. We make no insistence on relative values." The chapter, "A General Scheme of Education," in which the author presents her underlying convictions, i. e., what in her opinion are the things a child may learn at different periods of development and in what way the studies should best be distributed in regard to time, the home being regarded as an important factor in obtaining results. Chapter four is devoted to the statement of "A few simple facts." Many psychological truths are here given in a way to fix the attention. Here is one pregnant remark: "A formed mind has a tendency

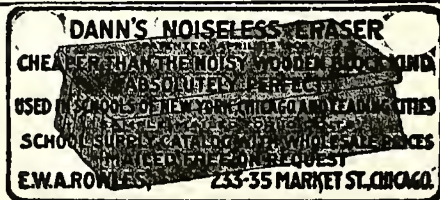
to paralyze an unformed mind." The childish mind stands still when it is too much aware of an older presence." Again we quote, "Often, once is enough. Most things need not be remembered. The importance of them for education lies in the child's having apprehended their existence and so used them to build up a conception and comprehension of the universe at it actually exists and has existed." Other statements are: "The standard of performance should be high"; "self-reliance should be habitual." The four marks left by good training she cites as follows: "A ready, practical imagination, an alert power of complete attention, a test for the real meaning of words, and a quick, accurate sense of values." Another division is devoted to pedagogic theories. Miss Allen makes both a positive and a negative statement regarding each of certain prevailing theories, including kindergarten co-education, public versus private schools, foreigners as teachers of languages, culture studies, racial recapitulation, etc. In all studies she believes that culture and true education lies more in treatment than in material. "Home teaching in babyhood" contains many wise and original suggestions. She suggests for instance, that when learning English jingles the child have at least one picture book containing French and another German jingles, counting, etc. The closing words of the chapter on "Good Reading" are significant of the entire chapter: "He should never be without the present experience of what is first-rate. Never forget that his reading is an experience and not a pastime." In the chapter on "Discipline" one sub-division is headed, "Teach him to bear disappointment." We cannot forbear to quote: "Children should learn to meet disappointment as one of the interesting problems. They should grow accustomed to turn defeat into victory by filling every disheartening gap with something which could not otherwise been had." Another suggestion based on knowledge of child psychology is: "Avoid criticism of others in the child's hearing. He is entirely incapable of judging character, its causes and excuses. He is and ought to be uncompromising, intolerant, wholly external in his standards. . . . The shortcomings and peculiarities of his older friends and relatives and neighbors are none of his business. The best of them are to be loved by him and admired." "Practice much, preach little" is another thing to be remembered by adults. "Say little of your ideals to a child and that most soberly and reverently. Let him see clearly that it is only deeds that prove sincerity." The closing chapter, on amusements, is a call for simplicity in the amusements and occupations of the child, in order that the later life may have its quota of genuine health and happiness. "The happiness of childhood is no more important than the happiness of youth or of maturity. . . . and we are even more thankful for health and affection at eighty than at eighteen." We wish every group of mothers might read this chapter which will help many an anxious mother to see more clearly what is the next step in the training of her children in the way of health, usefulness and happiness that is based upon substantiality. This is a book that no teacher or parent can afford to miss. If you cannot get it for yourself see that your library gets it. Houghton, Mifflin Co., Boston. Price $1.25, postage 10 cents.

"The Did of Didn't Think," by H. Escott Inman. This a truly delightful story with a pronounced moral, but the tale is narrated so cleverly and naturally that the fact that there is an obvious lesson intended does not come at all amiss. Little Con is responsible for a good deal of unhappiness to the people and pets in his home because he doesn't think. The story transports him to the Land of the Didn't Thinks from which he cannot escape until the Did is found. This is finally accomplished by the aid of the Fairy Sunbeam and the doll Angelina, who help him to conquer successively Old Silly, Sulky Sides, and other inhabitants of the Lands of Didn't Think and Forgetfulness. The allegory is well sustained throughout and rife with the spirit of adventure, action and conquest, fighting with giants and overcoming of difficulties. Although the characters represent the faults and virtues common to the average boy there is nothing goody-goody in the manner of the telling and it will surely be read with absorbing interest by both boys and girls. Frederick Warne Co., London and New York. Illustrated.

"Modelling in Relief," by Dora Pearce, is the title of a little book that comes to us from the press of George Philip & Son, London, England. This practical work with its twenty-six illustrations shows the author to be thoroughly familiar with the subject. Written without the waste of many words, yet so clear and telling is the text that the teacher cannot fail to profit by the directions and suggestions. Miss Pearce, we are glad to learn, believes in leading instead of driving, for she advises the teacher to work out the problems with the class while giving the lesson, thus the children will imitate the method and not merely copy the modelling. Modelling is of great educational value and it is to be regretted that not more of it is practiced in our schools, for the ability to see form and proportion cannot be better or more quickly acquired than through the means advocated by this publication.

President James of the University of Illinois announces that Dr. W. C. Bagley, teacher in the State Normal School in Oswego, New York, has been appointed Professor of Education in the University of Illinois. Dr. Bagley took his bachelor's degree at the Michigan State Agricultural College in 1895; his master's degree at the University of Wisconsin in 1896; and his doctor's degree at Cornell University in 1900. Following graduation at Cornell in 1900, Dr. Bagley remained at that institution one year as assistant in psychology. He was principal of public schools in St. Louis, 1901-1902; Professor of Psychology and Education, and director of training in the Montana State Normal School, 1902-1903, vice-president of that institution, 1904-1906; superintendent, training department, Oswego, N. Y., State Normal School, 1906-1908; on summer session staff Teachers' College, Columbia University, New York, 1908; institute instructor in Montana, South Dakota, Indiana, New York, Pennsylvania, and Ohio. Dr. Bagley is the author of "The Apperception of the Spoken Sentence," "The Educative Process," "Class Room Management," and other articles along educational lines. He is the founder and co-editor of the "Inter Mountain Educator"; advisory editor "School Review," and associate editor of the "Journal of Pedagogy." He will begin his work at the University of Illinois, September 1, 1908.

We find that a Field Note in the September number gave an erroneous impression regarding the kindergarten history in Baltimore. The notice read as if the Baltimore Training School was the only kindergarten training school in that city, whereas the Affordby Kindergarten Normal is now in its eighteenth year.—The Editors.



The Kindergarten-Primary Magazine

VOL. XX—JUNE, 1908—NO. 9

THE INTERNATIONAL KINDERGARTEN UNION—ITS FUTURE IN RELATION TO OTHER EDUCATIONAL ORGANIZATIONS.

BERTHA PAYNE.

The life and vitality of the Kindergarten 1 America has lain in its peculiar and inividual fitness to the needs of little chilren. It has lived and grown by virtue of s divergence from the formal school and he mere nursery. It has had the distincion of a definite body of principles; a ractical, orderly and complete set of intruments in the gifts and occupations; a nethod of its own in the play and game.

It has appealed to many classes of ninds. To the practical person by its vidently efficient mode of dealing with estless little minds and bodies; it has enisted the co-operation of the philanthropic erson by its care for the individual, its urture of good impulses in both parent nd child; it has touched the idealist by its oetry and symbolism; the intellectual nan by its rationalism. The Kindergaren, therefore, has been helped to make its vay into favor by people of these various ypes of mind, both within and without he kindergarten ranks.

The kindergarten has grown as a philanhropy. It has advanced into the school as 1 practical introduction to the more formal nstruction of the primary grades. The nternational Kindergarten Union, as has een so fully and justly shown, has had its art in organizing better kindergartens, in nspiring kindergartners to better work, and in shaping and moulding public opinion. What can it do further than this which it is still doing? This Union is in the prime of its usefulness. It has sought to uphold all forces aiding in the spread of intelligence concerning the meaning of the kindergarten. It has sought to conserve the truest, most fruitful of Froebel's educational insights in its conferences. All to the end that the kindergarten might prosper, spread, and being kept free from taint of sensationalism or hint of weakness, grow strong within itself.

For a period of thirteen years this organization has maintained a position of independence, and in this independence it has grown greatly in its own strength and numbers. While welcoming speakers from other lines of educational work and social welfare it has never made any close and permanent ties with other organizations for social betterment and education. Is it not possible that certain conditions exist in the world of schools and teachers which make some stronger relations with the International Kindergarten Union desirable? I believe that such conditions do exist and in this I am not alone. It was necessary in the past to keep the aims of the kindergarten quite distinct from the tradition and current practice of primary schools because the kindergarten came so much closer to the needs of the little child that we felt the school must be de-formalized, and naturalized, and the kindergarten must never through any giving up, or yielding, lose its childlikeness and become a little sub-primary. It could not yield either play, or making, or indirect methods of tuition, to play into the hands of those who wished it to "connect" with the school. The danger was that all the "assimilating" would be asked of the kindergarten to hasten by the introduction of school device a little more or a little earlier the attack on number, reading and writing. But the elementary school is in the process of a great renaissance which is bringing it closer to the kindergarten in aims and method and we may be called upon now to strengthen this movement by reinforcing it. In our independence we all remember that the principles under which we work are bigger than the kindergarten in which

they are applied to the earlier stages of growth. We have heard this repeatedly in these meetings. They are the principles that stand as the basis of all training, all true education. We have a scope, that is by right, wider than the little child's training in the kindergarten through the devices and instruments especially fit for him. We therefore do not live up to the full measure of our rights and responsibilities when we focus our energies exclusively on the initial stages in the carrying out of Froebel's great ideas. The International Kindergarten Union can help as an organization in feeding the engine of school reform which is generating power for this whole country. Certainly if we have aught of truth in our beliefs, if we hold any clues to artistic teaching,—and we are judged to hold such clues—then somehow, in some way, we must find new, and more vital ways of helping the larger truths of Froebel to permeate and penetrate the public schools.

In this great renewal in elementary education, the forces which are shaking up the dry bones of tradition and putting new life into the soul of the school are forces sympathetic to the aims of the kindergarten, whether avowedly sympathetic or not.

The men and women who are working for a socialized school may not at present recognize that this school is a developed kindergarten fit for the later stage as the kindergarten is for an earlier, but the fact remains and it is well that some day it should be recognized.

The new life in religion, in social education, in industrial relations, are forces freeing us all from traditional social habits. They are freeing the school from traditional educational practice. They are enforcing a recognition of the schools' function in bringing forth a product it has never brought before—the socially efficient.

Now is the time for kindergartners to join heartily in this movement within the schools. There was once a man who said "I want the spirit of Froebel's teaching to permeate and vitalize my whole school," and thanks to his own courage and fidelity to these largest truths they did permeate that school and made of it a little heaven on earth. There are now many such schools and the leaven is at work everywhere. We can do more than we ha done to spread it.

So much for our giving—What have to gain? What can a closer, more defini affiliation with larger educational bodi give us?

Shall we face some of the issues fair and squarely, without fear and witho unwarranted pride? We kindergartne are a body of workers but recently a mitted, and reluctantly admitted to be pr fessional. As such we stand in the greate danger of the weakness which comes fro isolation from the larger currents of educ tion. We have blazed the way and led tl van. Now are we inclined to settle and l the stream sweep on and past us? If v become isolated, losing the strength fellow workers beside us, it is due to o own neglect.

We have not merely something to giv but something to gain from the leaders the broader fields of philosophy, psychology and of current education.

What are some of the signs that we nee a freer contact with other organization One has been spoken of by one of our ow ardent and loyal members. I hope I do n carry secrets beyond closed doors when repeat her phrase which is so apt. Tl kindergarten dialect needs to be translate into the universal language. I have hear it put less gently by men who refuse adopt a dialect they can not translat Often one hears this:

"One never can discuss any questio with a kindergartner because she answe with some stock phrase which howev true serves as a substitute for thought, this from a good friend of this who movement:

"The kindergarten has reached its lim as an institution because the kinde gartners are so full of the idea that the have received a final and authoritativ philosophy from Froebel, which admits no further modification."

These are not the mere superficial con ments of the thoughtless; they are mad by those who wish us well, and who woul welcome any co-operation on our part wit outstretched hands. If this is a dange signal of what may be a growing estrang ment from us of those upon whom w depend for furthering kindergartens in th ublic schools, what are we doing to check

; estrangement? Is it not the function the International Kindergarten Union :ake steps toward unity with those who as sincerely and skillfully trying to ıt up the dark places of the school as are to fulfill our obligation to the little d.

f we have not earned the criticisms ch are made upon us let us go where can secure a hearing among those who be the first to accord a fair judgment en our psychology and philosophy are sented in terms that he who runs may l. If we have earned in any degree criticism that we have tried to do the ossible—to grow, in isolation, then let ake steps to disarm the critic. Let not n a shadow of blame rest upon us. at a stupendous contradiction it would of our age—long dogma of unity if we any stone unturned that blocks the ı toward a more efficient part in the ıt educational organizations of this ntry!

'here are a few facts that we cannot k—The kindergarten has no place of ortance in most of our large state asso- ions that meet yearly. Here is a field : needs to be built upon.

'he attendance of kindergartners has ndled in the National Education Asso- ion. Last year a pitifully meager few nded the meetings, where a fine pro- m was given in Los Angeles, one of our eliest cities in a state that once bid fair lead in kindergartens. Here then are perfectly plain and immensely impor- : places to work for kindergarten ad- cement and to keep abreast of the for- 'd march of things.

'he National Society for the Scientific dy of Education thought it worth while, r several years of existence as the Her- t Society, to change its name and its e and place of meeting, because it felt t larger opportunities lay with the N. A.

'hey gave up something of their dis- eship—when they discovered that it ; narrowing their scope.

'his annual convention of ours puts a vy burden upon the members of com- tees and upon all leading workers who l, and justly, that they can not afford to s this meeting. It catches us all short breath in the last lap of the school year. never can accommodate itself to the spring recess of all because the variation in the time of that breathing spell is too great. If it came at the beginning of the long vacation it would find us all drawing a long breath, with the feeling that we have two months for rest, and for catching up the lost ends. Though tired, we should not feel hurried. For these reasons a meeting of the International Kindergarten Union at the same time and place with the National Educational Association would be a most desirable move.

Another cogent reason for that move is this: The Kindergartner on a small salary can not afford to take the long trip and make the expensive stay at hotels in the school year. Most public school teachers must forfeit their salary in addition at such times. It is the public school kindergartner that we want and need. The week at the beginning of the long vacation can generally be made the starter for a recreative trip coming into no conflicts with either recreation or work and involving no great extra outlay.

It is not necessary to give up the peculiar rights, duties and privileges of our organization. Let us keep it by all means, but let us throw the weight of our time, our influence, our personality into line with greater educational organizations. Let us make thereby a unity of interests.

To this end the Kindergarten Section of the N. E. A. appointed a committee, which I have the honor to represent, to urge this Union to adopt some plan by which greater economy could be secured in affiliation. The suggestion of that committee is that the International Kindergarten Union meet biennially with the Kindergarten Section of the N. E. A., and further, the committee begs the members of the International Kindergarten Union to take the matter under advisement, giving place at a future meeting for discussion and action on this most important matter.

However it may look to us now the time will come when, if we do not move out of ourselves, and toward a larger practical efficiency, we shall see our most cherished hopes come to naught. We have a trust that can best be fulfilled by giving up something of the more immediate and exclusive in opening the way for a fuller, franker acceptance of a larger movement in which we hope to be, if only a part, still an effective factor.

MOTHERS' MEETINGS AND READING CIRCLES.

BY DR. JENNY B. MERRILL, PH. D.

A number of kindergartners are finding it helpful to put the subject for discussion at the monthly meeting into the form of questions. A question arouses thought and awaits an answer. Hence there is suspended interest.

Suppose the subject chosen be "Children's Pets," the following questions may be proposed:

What pets have you found it possible to keep in your home?

To what extent do you make your child responsible for the care of a pet?

What lessons has your child learned from the care of a pet?

Do you tell your children stories of any pets you have ever had?

Who will relate one now?

Why do children love pet animals?

How can you compensate to some degree for the absence of pet animals in the home?

In answer to the last question trips to the zoo, the aquarium, the Natural History Museum will be recommended, and a discussion should follow upon the relative time that should be spent in observing different kinds of animals as living and mounted, tame and wild, birds and fishes, monkeys and snakes, deer and sheep, camels and elephants. Should the children be urged or commanded to leave a certain cage or enticed by a wise maneuver?

If a child is deeply interested in one animal, would it not be well to give it a pet name and return to it whenever possible instead of trying to see many animals on one day?

The following ways of gratifying the child's love of animals may also be suggested:

1. Playing with toy animals of all kinds and sizes.

2. Collecting picture books of tame and wild animals, or of one particular animal.

3. Coloring outlined animals.

4. Cutting out and mounting animal pictures.

5. Searching for pictures of children playing with their pet animals or of children feeding animals.

6. Making a Noah's Ark of paper i the form of a scrap-book or portfolio fo preserving animal pictures as they ar found or as they are cut freely. (S cut

7. Making home-made toy animals wit corks, vegetables, feathers, etc. (Mothe from European countries will be helpful i suggestions on this point. Some interes ing specimens of such animals were se from Norway and Germany for the I. K U. Exhibit in 1907.)

8. Encouraging to some extent drama tization of animals and imitation of th sounds they make. (Playing bear wit papa.)

9. Making a parade of paper animal mounting them on card-board standard cutting animals double so they will stan

10. Having a guessing game with th whole family, each one drawing or cuttin out an animal, the rest guessing what it i (This has been done in a Mothers' Meetin creating much merriment and helpin mothers to appreciate more fully children efforts.)

11. Playing game of sliced animal Paint animals and make the slices. Us animal picture blocks and alphabet book

12. Singing songs* and learning nu sery rhymes about animals, as

"I love little pussy."

"My dog Dash."

"Little red bird in the tree."

"Ten little lambkins."

Show mothers that it is difficu to overestimate the value of animal life i the moral instruction of the young.

Large and small, wild and tame, stron and weak, ugly and beautiful, kind an cruel, brave and timid, proud and vai bold and sly, faithful and true are all cha acteristics that are best learned by the chil throu acquaintance with animal life an story.

[*Note.] Add several good animal books to th Mothers' Library. Consult Teachers' and Chi dren's School library lists. Olive Thorne Miller "Little Folks in Feathers and Fur and Others i Neither" is especially good. A book not so we known but very full of suggestive moral stori is entitled "Monkey Shines," by Balton Hall. The are stories told by a father to his little son. Us fables very little with very young children.

THOUGHTS SUGGESTED BY THE KINDERGARTEN EXHIBIT AT NEW ORLEANS.

H. M. M.

To the trained observer an exhibit of kindergarten handwork is always a revealer of the inner life of the kindergartens and training schools represented, and the exhibit at New Orleans was no exception to this rule.

There was a notable absence of formal work with both gifts and occupations in this exhibit, while the tendency towards art and manual training was very pronounced.

In the main, the expressive work was executed on a large scale and was delightfully free. Here and there was noted the use of the lead pencil and small crayon, and in nearly every instance these charts presented the common errors which follow the use of these too small instrumentalities.

On the whole, the graphic work of the children—such as drawing, crayoning and painting—was charactized by sincerity. In this expressive work the influence of the instructor appeared only in a minimum degree. In the exhibit of what is called "Constructive work," however, a maximum of the instructor's influence and a minimum of the children's effort were clearly revealed. This condition was not peculiar to this exhibit. It has been true of every exhibit of the constructive work of children since the industrial program with its manual training idea invaded the kindergarten. Many of the objects exhibited seem to have been constructed either by the direct categorical and prescriptive method, or by the method of close supervision of a small group of selected children. By either of these methods wonderful results can be obtained. The former, however, is nothing more or less than the "dictation method" which is supposed to have fallen into disuse in both schools of kindergartners. The latter may be characterized as the "development method" which in many cases amounts to pure auto-suggestion if not actual hypnotic influence, by means of which the over-inspired child outranks his normal ability. Both methods are fraught with grave dangers; and the temptation to use them in the manual training work of the kindergarten seems to be very great. In studying this work one asks the question, What has become of the principle of continuity which is characterized by progression? This principle is sought in vain in exhibits of constructive work. May it not be that in seeking out new ways there is danger of losing sight of that law which is written in the body, mind and heart of the little child; namely, that expressive activities shall follow the order of inner and outer development; and that instrumentalities and means for furthering this development shall be absolutely conditioned by the subjective sequence of the inner life.

The disintegration of the Froebelian instrumentalities came, because, in some instances they did not measure up to the standard of the child's need and nature. Hence in these days of transition and experimental work, kindergartners need to test instrumentalities and devices by the same principles which led to changes in gift and occupation work, and be willing to abandon the never so clever device if it and its medium cannot bear the same rigid scrutiny. It is the part of wisdom to hold fast all that is good in the old, abandoning

all that does not measure up to the standard. It is also wise to seek out the new; but we must be careful lest the desire for the new and the novel does not lead to more flagrant violation of principles than existed in the Froebelian series of gifts and occupations.

Remembering the exhibit of kindergarten work in New York, and studying the one in New Orleans, one asks the question, Why this prodigal use of color in the kindergarten? Is it not possible that children are being surfeited with color? May not the tendency to use color indiscriminately, minimize its value? In days gone by, the sewing of blue dogs and purple cats was subject to just criticism; but may not much of the crayon work in illustrative drawings, and also much of the poster work be open to the same judgment? Why should the child be permitted to exhaust the contents of his crayon box on a drawing whose meaning is enhanced by the exclusive use of a single soft color that harmonizes well with the background? Or again, in free-hand cutting, Why should the carpenter's tools be cut in bright blue, and why black cuttings mounted on a background of white? Is not what is gained in clearness by contrast more than offset by lines, the sharpness and coldness of which are never seen save in a silhouette? May we not wisely reserve color to those interests whose beauty and meaning are enhanced by the use of color in rightful relationships?

How the human heart rejoices when Nature begins her carnival of color in the spring, and paints the dome over our heads in clearest blue, the grass beneath our feet with vivid green, and lavishes on meadows and woodland colors that range from the deepest red-violet in the wake robin and blue-violet in the fleur-de-lis to the pale yellows of the marigold and the delicate pink of anemoni and arbutus. The spring bouquet presents to the eye the whole gamut of color; and heart and mind feel no sense of inharmony, but thrill, rather Nature's prodigality.

Nature's summer message of color is e- pressed in deeper and more restful tor which ring true to the spirit of the lo summer days when drowsy eyes rest l geringly on masses of golden grain a waving corn, on soft brown meadows a deep green wood.

Autumn makes a still deeper appeal the human spirit. Here, purple of ast and yellow of golden-rod are seen again a background of ripening leaves a grasses; while the pageantry of brillia forest colors are tempered by russets a browns until, at last, we pass into wint with its subtle browns and grays that r to silverings in frost and ice and sno Oh what a wonderful thing is the year cycle of color!

Color in nature is truthful to time, pla and object; and where there is vividne there are also those nutralizing tones whic temper that which otherwise would harsh and unpleasant. Nature's prod gality of color is one thing; but prodigalit of color in kindergarten is quite anothe Will not the life of the child thrill to th meaning and appreciation of color, if, in th kindergarten, we use it discriminately an truthfully, rather than prodigally an falsely?

What are exhibits for if not to stimulat thought? Surely they are not for the mer edification of visitors, nor for the exploita tion of the work that children and student may be led to do. Do they not exist t show that the constitutive principles of th kindergarten are also regulative of it practical work? If this is the purpose, the these exhibits are quite worth while. S let us be glad when the work presents true, even, though crude demonstration o these principles; and let us be alert to not tendencies in our own work which whil they may yield attractive results, do no measure up to the standard of principle that have universal validity.

THE INTERNATIONAL KINDERGARTEN UNION—ITS ORIGIN.

Why It Was Organized.

CAROLINE T. HAVEN

The social instinct, which manifests itself in all life and leads to association in those having common interests, shows itself in the evolution of the Kindergarten idea, from its earliest inception to the present time, in the formation of groups and organizations of various kinds among those interested in Froebel and his work.

Some of these associations have always been small in numbers and have had no other purpose in coming together than for study and conference.

Some have been formed for philanthropic work, establishing and maintaining Kindergartens as a remedial agency among the less fortunate.

Still others are the natural result of friendly intercourse during a period of professional training with a desire to continue the social intercourse and to keep in touch with the general progress of the common interests.

In the membership list of the societies belonging to this Union, all these classes, and perhaps more, are represented in the over one hundred organizations which form the larger whole, many of these having been in existence for a quarter of a century or more.

The first organization in this country which brought together Kindergartners for a common purpose was the American Froebel Union, founded by Miss Elizabeth Peabody and incorporated in 1878. This Union had for its organ the Kindergarten Messenger, first published in 1873, and it met at regular intervals till 1881.

In June, 1882, its successor, the Froebel Institute of North America, was organized at Detroit under the honorary presidency of Miss Peabody and with the active leadership of Dr. William N. Hailmann, to whom the Kindergarten world owes so much in forwarding its best interests and in promoting its higher development.

In a recent letter from Dr. Hailmann the following information is given: "The transfer of the interests of the American Froebel Union had become desirable because the Middle West had practically become the center of the Kindergarten movement at that time and the Froebel Institute conceived it to be its first duty to nationalize the movement by securing the organization of the Kindergarten Department of the N. E. A."

The second meeting of the Froebel Institute was held in Madison, Wisconsin, in July, 1884, and the published report of the five sessions there held presents some topics of general interest and indicates the starting point of our present Union.

Among the speakers and committees of these sessions are included the names of many who early did valiant work for the cause of the New Education and recognized the Kindergarten as a factor in its development. Some of these have completed their active work with us while others still labor in broad educational fields and inspire us to greater efforts in our own little garden plot.

Colonel Parker gave an address at this time on "The Conflict of the Two Ideals," a subject that was discussed by Dr. Stanley Hall, Dr. Balliet, Mr. John Ogden and others. Dr. Irwin Shepard took a prominent part in the meetings and so did Dr. McAllister, Miss Marwedd, Hon. John Hitz, Mrs. Pollock, Miss Sarah Stewart, Miss Alice Chapin and others of considerable local reputation, while Dr. Henry Barnard, Dr. E. A. Sheldon, Miss Elizabeth Peabody and Mrs. Sarah B. Cooper were among those who gave their warm support to the new enterprise.

These names are of special interest since they include so many educators of note, not directly connected with the Kindergarten but believing in its principles and recognizing its relation to general education long before the rank and file of their fellow workers were ready to give the subject any consideration.

Mention should also be made of the Exhibit of Kindergarten work made at this time which attracted much attention and was reported on by two committees, one appointed by the Institute and one by the N. E. A. Mrs. Hailmann had been the leader in this almost new phase of the work. Twenty-eight different exhibitors had

helped her present the most extensive display of Froebel's Kindergarten that had been seen in this country up to that time. Time does not permit any consideration of the reports of the two committees, but it is interesting to find in them some criticisms of elaborateness and precision, of overfineness of work and of crude color combinations which may cause us to wonder why we have made so little gain in this direction since 1884.

At the time of these meetings, the National Education Association was holding one of its annual conventions in Madison, and before the sessions were ended the Froebel Institute, or the members belonging to it, had formed the new Kindergarten Department of the N. E. A., Dr. Hailmann being chosen as the first President.

It is, however, stated in the report that tho the members felt the organization of this department was an important step, they realized that it "might endanger freedom" and they therefore considered the desirability of keeping up the original organization and holding meetings at other times than the annual occasions of the N. E. A.

To this end, two resolutions were adopted: one, to consider the advisability of inaugurating a National Kindergarten Circle for the proper and consecutive study of Froebel's writings and collateral Kindergarten literature;" and the other "that the identity of the Froebel Institute be retained and meetings be held as often as practicable."

No records of such meetings have come to notice but in 1885, when the N. E. A. met at Saratoga, the Institute was formally merged with the new Kindergarten Department which had been organized at Madison the previous year.

The idea of a separate organization to further Kindergarten interests was evidently only sleeping and, curiously enough, it was at a meeting of the N. E. A. and, still more curiously, at Saratoga, that the old idea was revived seven years later, while it was by an active member of the old Institute that it was recalled to life and strength.

It was at the meeting of the N. E. A. held in July, 1892, that, at a special meeting of those interested in the Kindergarten, Miss Sarah Stewart proposed the organization of a National Kindergarten Union as a means of further extension of Kinde garten ideas.

The new organization was not plann in any sense to be in opposition to the Ki dergarten Department of the N. E. A. b was designed to work in harmony with in broadening its field of work. Sever meetings were held for discussion of tl new plan and before the close of the sessic the International Kindergarten Union w formed.

Mrs. Sarah B. Cooper was chosen Pres dent and continued in office till 1895, but was Miss Stewart who outlined the polic of the new movement and it is to he energy in furthering its interests that survived the first years of its existenc when it failed to receive the hearty suppo of the majority of the Kindergartners the country.

The policy, as stated in the first circula letter of 1892, was "to unite in one strea the various Kindergarten activities."

To better accomplish this the plan membership by Branches was instituted— a plan which has stood the test of our six teen years of life.

This has left each society free to carry o its own local work in an independent way the only requisite for admission to th Union being an active interest in the Kin dergarten cause. The first form of th Constitution indicated the union of th Branches into State Associations, but thi idea had never been developed except in few cases and the clause favoring this ha since been dropped from the Constitution

The immediate purpose of the Union a the time of its formation was to prepare fo a fitting representation of Kindergarte progress at the Columbia Exposition i Chicago in 1893. Even if the Union ha been equal to such a task, which is doubtful the broad plans of the Educational Con gress and particularly that of the Kinder garten Section under the care of Mrs. Put nam met the needs of the occasion an made it unnecessary for the Union t assume any great responsibility.

It, however, was given one day for publi meetings in May, 1893, when it held three sessions, presenting a full and varied program.

For one year the Union was affiliated with the National Council of Women, thus holding to its first policy of union through representation, and one meeting was held

in connection with this Federation in the spring of 1895.

A later meeting that year in connection once more with the N. E. A. proved a new point of departure as the Union then practically separated from both the larger bodies and became an entirely independent organization with a different time and place of meeting.

To summarize and reply in brief to the question of the origin of the International Kindergarten Union:

It originated in a natural process of evolution, beginning with the American Froebel Union which was succeeded by the Froebel Institute of North America. The Institute became the founder of the Kindergarten Department of the N. E. A., and it was as an offshoot of the latter body that in 1892 the present Union was formed.

We have heretofore paid small tribute to our predecessors and it is meet that we place on record some recognition of our obligations and indebtedness to those who were pioneers in this great work. Especially should we hold in grateful remembrance the names of Elizabeth P. Peabody, Henry Barnard, William N. Hailmann, Eudora L. Hailmann, Sarah B. Cooper and Sarah Stewart, since it is to their earnest and combined efforts that we owe our existence today.

As to why it was organized: Article II of the Constitution states the purpose for which it was formed and for which it has always stood:

To gather and disseminate knowledge of the Kindergarten movement throughout the world.

To bring into active co-operation all Kindergarten interests.

To promote the establishment of Kindergartens.

To elevate the standard of the professional training of the Kindergartner.

Two questions remain which are not in my power to answer but which will be considered by those who follow me in the discussion of this subject. First, Has the International Kindergarten Union, during the sixteen years of its existence, proved its right to be classed, in the spirit of its work, with the organizations which preceded it, and so, has it justified its formation? Second, Will the evolution we have traced continue the work of development and to what higher form may we aspire?

Its Past—What It Has Accomplished.

ANNIE E. LAWS.

The International Kindergarten Union came into existence in response to a need that was felt of bringing together existing agencies already promoting the Kindergarten movement, correlating them with each other and with other educational movements.

As many of these agencies were composed of non-professional people, and as the Kindergarten movement was emphatically a movement to bring into closer relations the home and the school, and therefore of necessity a closer union between the professional life of the school and the larger life of the community, this organization has occupied a somewhat unique position in the educational world, and in true Froebelian fashion has served as a connecting link.

The first meeting after the formation at Saratoga Springs in 1892, where it came into existence thro the medium of the Kindergarten Department of the National Educational Association, was held in connection with the Department Congress of the World's Fair in Chicago in 1893.

A second meeting was held in connection with the National Council of Women in Washington in the spring of 1895, and in the summer of the same year at a meeting held at the time of the National Education Association at Denver, it was decided to separate the Union from other organizations, give it not only a corporate existence but its own time and place of meeting, and to arrange that, if possible, at a season of year when opportunity might be afforded for inspection of the work and contact with the workers in different localities, rather than during the midsummer season.

The real growth and development of the Union began after this step was taken.

At Saratoga there were thirty charter members, increased before the next meeting to sixty-nine, with nine branches and twelve members.

An advisory board meeting was held in Boston in November, 1895, and the first independent annual meeting was held in New York, with headquarters at Teachers' College, in February, 1896, at which time the delegates, numbering 17, held a literal round table conference preceding the open meeting.

The meeting in St. Louis in 1897 was the first really large meeting of the Union, the many local kindergartners helping to materially swell the numbers. At this time invitations were received from Omaha, New Orleans, Utah, Cincinnati and Philadelphia and Miss Howe from Kobe at that time suggested that in a few years Japan would be prepared to entertain.

The Philadelphia meeting was held in 1898 and the time of meeting was then lengthened from two to three days.

The next meeting at Cincinnati in 1899 showed a membership of 54 branches, 4200 members, 43 associate members and 3 life members.

Invitations were received from Brooklyn, Pittsburg, Chicago, Grand Rapids, Ypsilanti, Muskegon, Lansing and Nashville.

At the meeting in Brooklyn, in 1900, the membership had increased to 65 branches, 6,225 members, 72 associate and 5 life members, and invitations were received from Port Huron, Saratoga Springs, Nashville and Chicago.

The Chicago meeting in 1901, showed an increase to 74 branches, 7116 members, 75 associate and 6 life members, and invitations from Milwaukee, Charleston, and Boston.

In 1902 the enrollment at the Boston meeting numbered 81 branches, 7,500 members, 92 associate and 5 life members, with invitations from Charleston, Grand Rapids, Milwaukee, and Pittsburg.

Then followed meetings in Pittsburg in 1903, Rochester in 1904, Toronto in 1905, Milwaukee in 1906, and in 1907 a return to New York with 108 branches, 92 associate and a total of 10,585 members, covering 27 states and 72 cities and including branches in Canada, Australia, and Japan.

During this succession of meetings opportunity has been given the members to become familiar with the work of most of the important kindergarten centers in the country under the most favorable auspices, and younger members have had opportunity to come into close and helpful relations with the pioneer and older workers; valuable conferences upon every phase of kindergarten work have been held and matters of vital importance to all educators have been handled by the most able speakers in the country, and in various communities many of the most important and influential people have been brought into closer unity with educational matters generally through the medium of the kindergarten movement.

The delightful hospitality extended to the union in these many centres has not been one of the least potent factors contributing to the growth and development of its members.

A rapid glance backward over the history of these meetings shows such names as Dr. William T. Harris, President Eliot of Harvard, Nicholas Murrag Butter, Dr. Thomas M. Balliet, Prof. Paul Hanus, Colonel Francis Parker, Mr. Henry S. Pritchell, Dr. James E. Russell, Professor McVarmel, Dr. William Hailmann, Mr. James L. Hughes, Mr. Seavers, Dr. Lyman Abbott, Dr. Walter Hervey, Hamilton Mabie, Patterson DuBois, Rev. William Clark, Henry Turner Bailey, Arthur Dow, Calvin Cady, Mrs. Charles Ames, Mrs. Theodore Birney, Mrs. Margaret Sangster, Miss Jane Addams, Miss Mary McDowell, Miss Shedlock, Mrs. W. A. Montgomery, and many others too numerous to mention in this short summary.

The recognition has come without question that the union is carrying out in full measure the original aims, viz:

To gather and disseminate knowledge of the kindergarten movement throughout the world.

To bring into active co-operation all kindergarten interests.

To promote the establishment of kindergartens; to elevate the standard of the professional training of the kindergartner.

One good point was made at one of the conferences that due regard be given to the distinction betwen strictly professional training and that which would be of great value to the individual not preparing for a professional career and which ought to be recognized as also of importance.

The union is gradually uniting in one stream kindergarten activities already existing, co-ordinating rather than supplanting.

Wherever meetings have been held a new impetus has been given to educational matters in that center, and it has evidently not yet worn out its welcome, for many centers already have under advisement future invitations.

As a link between home and school, between school and the various agencies outside of school with which it has been closely

allied, all working towards the better care, nurture, and education of little children, with associations in many instances with representative non-professional people, the union is doing an immense work in bringing these various agencies into more active touch and co-operation with each other as well as with the union.

As an International organization it is still standing on the threshold of present and future possibilities for helpfulness that may well make its officers, committees, and members pause and consider well how best to use the great influence and power that has come with the enlargement and development of a union which has become, not only in name but in reality, a veritable International Kindergarten Union.

ADDRESS AT THE INTERNATIONAL CONGRESS OF MOTHERS, WASHINGTON, D. C., OF SENORITA ESTEFANIA CASTENADA.

Supervisor of National Kindergartens, Mexico, and Representative of the Kindergarten Press of Mexico City.

Madam President:

It is with pleasure that I address you, first, to manifest my deep gratitude for the courteous attention shown me by the distinguished and intelligent ladies who form the "International Mothers' Congress," of which you are the worthy president. In the second place I wish to tell you that the ideal I have in mind is the same that you follow, to bring the home and school into closer touch. From mothers, we may receive many lessons which will enable us to promote the education and welfare of childhood. I have thus decided in my program, in the discussion regarding the education of young children, that I have presented to the Minister of Public Instruction and Fine Arts, relative to the course of conferences which I have given in Mexico City.

Senor Justo Sierra, Minister of Public Instruction and Fine Arts, says: "I don't know if a child, under six years of age, ought to be shut up in school, while there is a far better one for him, the open air, and more eminent teachers, the trees, birds, fountains, and better exercises, play, and I believe that every mother intent upon the rearing of her child becomes spontaneously a Pestalozzi, a Froebel. During life there is no more useful or superior teaching than that received blended with kisses, and the wonderful advice bestowed by maternal intelligence. It is in this way we learn to speak, to walk and to pray. But it is not always easy to do this in the home, therefore society has provided us with institutions 'Ad hoc' (for the purpose), called maternal schools or Kindergartens, where by a wise organization and through playing with the children their instinct is converted into discipline."

These are the words of our Minister of Public Instruction and Fine Arts, and this is also my creed, Madam and Ladies of the "International Mothers' Congress." The Mother! The Home! are the models which should be followed by every capable teacher of young children, but at the same time I consider the Kindergarten is a school wherein women can make a study of life. The tasks of the Kindergarten are adapted to them. It prepares their soul for their future obligations. Womanly attributes are drawn forth; if you will permit the phrase, the Kindergarten is a maternal apprenticeship. The qualities of gentleness, patience, serenity, can be unfolded in no better place. The love of childhood, the intimate knowledge of infantine psychology, the practise of seizing at each step the difficulties which present themselves at the dawn of each new existence, there only are they to be found. The young woman received precious lessons for the accomplishment of her mission which, socially speaking, is of incalculable transcendency, as the first educator, the first who guides the soul and prepares it for life; we may say, the Creator of Humanity! To this end, home and school must be united, and, above all,

the first grade in school, the Kindergarten. But this cannot be done without the cooperation of mothers of families, and for this reason I have come here to receive from you much good advice, which will help me immensely in furthering the end which I have proposed to myself, namely, the connection of home with school, by means of "Kindergartens Mothers' Meetings." In Mexico, we have not yet Mothers' Clubs, but in order to induce mothers to take an interest in the Kindergartens, we have begun by inviting them to the festivals and conferences regarding childhood, and by distributing gratis, literature relating to Kindergartens.

In the review on Kindergarten work, of which I am the editor in Mexico City, I have tried to place before the teachers and mothers lectures upon home, beginning especially with the Spanish version of the work of Mrs. Louise Pollock, the "Mothers' Council," or "the Kindergarten in the Nursery." In Mexico there are only a few Kindergartens. The advancement of this institution was begun by the Minister of Public Instruction and Fine Arts, who upheld it. The most important kindergartens are as follows:

1. Kindergartens annexed to the Normal School for Teachers.

2. Kindergartens annexed to the College of "La Paz."

3. Kindergartens annexed to the Asylum for Poor Children.

4. Kindergarten "Froebel."

5. Kindergarten "Pestalozzi."

6. Kindergarten "Rebsamen."

7. Kindergarten "Spencer."

8. Kindergarten "John Jacob Rousseau."

(In each there are 200 children, and in the one annexed to the Normal School, 400 children from three to six years old.)

9. Kindergarten annexed to the "Home, Friend of the Working Women," which foundation and initiation is due to the generous support of the intelligent and progressive lady, Dona (Mrs.) Carmen Romero de Diaz, wife of the President of the Republic of Mexico. In this asylum the poor child receives the care he or she requires, both for body and soul, and the mother finds here a refuge for her tende[r] infant while she attends to her daily har[d] work.

10. There are ten Kindergarten room[s] in the Catholic asylums for poor childre[n] and several in private foreign schools.

One of the distinguished ladies of thi[s] congress has said "We not only wan[t] mothers, but teachers with mothers' spirit," and I add: "We not only want mothers, bu[t] mothers with the educator's spirit," be[-]cause the mother who is only such by natural instinct is not the true mother. Sh[e] is only a woman, who has given birth t[o] children, and, in a spiritual sense, she is stil[l] less a mother than the woman who ha[s] never known the most sublime of all love[,] maternal love! and who sacrifices her life and strength, with indefatigable watchful[-]ness and care for the welfare and educatio[n] of childhood.

Oh! Mothers, who depreciate the teacher[,] thinking that your money is sufficient t[o] recompense her for her incessant efforts[,] don't ever forget it, in this world no com[-]pensation can adequately remunerate th[e] educator * * the awakening of the min[d] and soul is priceless. You America[n] women, have perfectly understood this, a[s] you have combined your efforts with thos[e] of the teacher.

Madam President and Ladies of the "In[-]ternational Mothers' Congress," I wish t[o] thank you for your kind attention, reiterat[-]ing my sincere appreciation of the grea[t] kindness that I have received from you. [I] will bring back with me to Mexico th[e] warmest remembrance of Washington, an[d] of the progressive women of the Unite[d] States of America. Wishing most heartil[y] that my own country, and all Latin coun[-]tries, may follow in your footsteps, in you[r] splendid exemple.

Simmons College, Boston, has announced its in[-]tention of adding to its summer classes courses i[n] kindergarten. These courses are designed to giv[e] advanced instruction to teachers who have alread[y] had experience in the kindergarten and to acquain[t] teachers of other grades with the educationa[l] principles and methods of this form of education. The instruction will be given by Miss Laur[a] Fisher, former Director of Kindergartens in th[e] Boston Publis Schools, and by Miss Caroline D. Aborn who succeeded Miss Fisher in that position. The session of the school will begin July 7th an[d] last six weeks, and students will be admitted t[o] the college dormitories. A detailed announcemen[t] may be obtained on application to the President.

THE FIFTEENTH ANNUAL CONVENTION OF THE INTERNATIONAL KINDERGARTEN UNION, NEW ORLEANS, LA., MARCH 30, 31, APRIL 1, 2, 1908.

HARRIETTE MELISSA MILLS.

Southern skies, Southern sunshine, Southern flowers, and Southern hospitality, combining with peculiar factors within the organization itself, conspired to make the Fifteenth Annual Convention of the International Kindergarten Union one of the most notable of all its helpful meetings.

In recent years each convention has sounded some one clear dominant note for the instruction and inspiration of its members; but at the same time it has sounded dissonant chords freighted with premonitions and prophesies of harmony. These prophesies were in some measure realized in the New Orleans Convention.

Those who had the extreme good fortune to attend this meeting heard the pure music which issues only from the resolution of dissonance into harmony, and if each delegate succeeds in imparting to the various organizations represented the fine clear harmonies of this meeting, a great work will be accomplished. Later it is the intention to present to the readers of the Kindergarten-Primary Magazine some of the most important reports and papers given at this Convention. In what is here presented it is the intention to convey to our readers in some measure the elements and conditions that made this convention notable, although to enter into the true meaning of the convention one must needs feel as well as hear and see all the conditioning factors involved.

The Committee of Nineteen met on Monday morning. It is understood that a quorum was not present; it is also understood that its discussions were of a most helpful nature, an official report of which will be forth coming.

Monday Afternoon, March 30th.

2:00 o'clock—Gibson Hall, Tulane University.

Conference of Supervisors and Training Teachers.

Closed Session.

Miss Elizabeth Harrison, Chicago, Chairman.

Addresses of Welcome—Miss Edith Woodruff, Training Teacher, City Normal School, New Orleans.

Miss Margaret Leonard, Training Teacher, New Orleans Free Kindergarten Association.

Subject: "How Can We Increase the Efficiency of Our Training Schools?"

Ten-Minute Discussions.

(1) "How can we make the study of literature a greater factor in our Training Schools"? —Miss Clara Wheeler, Principal Kindergarten Training School, Grand Rapids, Mich.

(2) "How can we work towards unification of standards of training?"—Mrs. Mary Boomer Page, Principal Chicago Kindergarten Institute, Chicago.

(3) "What subjects in the Training School curriculum should be treated as major'?'—Miss Mary D. Hill, Supervisor Free Kindergartens, Louisville, Kentucky.

(4) "What can the Training School do to bring the Kindergarten and the Primary into more effective co-operation?"—Miss Anna H. Littell, Supervisor Public Kindergartens, Dayton, Ohio.

(5) "What are the essentials of the efficient kindergartner?"—Miss Willette Allen, Principal Kindergarten Training School, Atlanta, Ga.

(6) "How can we get a closer co-operation among our training teachers?"—Miss Marion Hanckel, Principal Kindergarten Training School, Charleston, S. C.

(7) "How can we get into closer co-operation with Mothers' Clubs?"—Mrs. Anna Noble, Kindergarten Training School, San Antonio, Texas.

(8) "What do the Southern kindergartens most need?"—Miss Evelyn A. Waldo, New Orleans, La.

Each paper was followed by three-minute discussions from the floor.

The devotion, self sacrifice, and fidelity to the cause of childhood revealed by the various speakers—many of whom are holding the outposts of the work in the South and are winning the battle even tho slowly—created deep sympathy in the hearts of the Northern visitors, and made many hearts humble in the realization of what noble women can do when inspired by a great ideal. This conference was one of great helpfulness and inspiration. In it, Miss Harrison, with rare grace, gave the keynote to the Fifteenth Annual Convention of the International Kindergarten Union in a deep, resonant, emotional undertone that vibrated steadily throughout every session—the overtones of thought or feeling expressed in subsequent meetings ringing true to the dominant note of this initial gathering.

At the close of this conference Mrs. Lucian Lyon of the entertainment committee provided automobiles for all, and the entire party of ladies had the pleasure of seeing beautiful New Orleans just at the close of a beautiful day. The route of the drive was down St. Charles to Canal street, out Esplanade to the wonderful cemeteries and back to the head quarters at St. Charles Hotel.

Tuesday Morning.

The first regular session was held in the Athenaeum, Miss Patty Hill, first vice president, presiding in the place of Miss Fanniebelle Curtis who was detained in the North by illness.

The visitors were welcomed by Assistant City Attorney Garland Dupre on behalf of Mayor Behrman, President B. V. B. Dixon, of Newcomb College, State Superintendent J. B. Aswell and President Andrew H. Wilson, of the New Orleans School Board.

Miss Hill responded to the welcome. She said

she did so with a feeling both of appreciation and of regret. Appreciation for the splendid welcome, and regret at the illness of the President. Miss Hill told of the difficulties attending the arrangements for the meeting and the completion of the program. She voiced particularly her appreciation of the co-operation of their legal adviser and suggested that a life membership in that office be created.

Miss Hill also complimented the local committee for its work.

By a rising vote a telegram of sympathy was sent to the President, and a resolution of thanks to the Vice President and Corresponding Secretary was adopted.

The report of delegates on the progress of kindergarten work in their respective localities consumed the remainder of the morning session. These were very brief, being limited to two minutes each and consisted mainly in a recital of the work being done by the kindergarten clubs.

A delightful feature of this session was the presentation of quantities of flowers gathered by the school children of New Orleans for distribution to those attending the meeting. Mention should also be made of an exquisite floral design presented by Miss Sophie Wright.

The afternoon session on Tuesday was presided over by Miss Alice O'Grady, Second Vice President. In her gracious words of introduction Miss O'Grady said that if the Century which recently closed could be designated the woman's century, the one upon which we have just entered may very properly be called the child's century. The Kindergarten Union includes in its interest, all that is being done for the uplift of childhood; hence, it is fitting to give one session of this Convention to the consideration of those aspects of child life which are engaging National interest.

The subject announced for the afternoon was "Nurture, Care and Education of Children." Mrs. William Hefferon, for the National Congress of Mothers, told what the organization is doing along these lines. She cited that a juvenile court had been established in Hungary as the direct result of the visit of delegates to the Congress three years ago. The Congress has done much towards upholding and encouraging the Commissioner of Education, and by co-operation much has been accomplished. The organization now has a foothold in twenty-six states and is working for reform in social evils which are the direct result of mismanaged or neglected childhood. It is hoped that closer and more intimate relations between the home and school may be brought about, and that the whole community may be roused to its responsibility to childhood. The work is civic in its broadest sense. If the family life is inadequate the republic will go to pieces. The home has been called the center of the universe, but conditions have changed so that the great public school system has grown up and is taking the place of the home. Parents seem disposed to shirk their responsibility and leave the whole matter to the teacher. Kindergartens are more generally needed but legislatures and school boards will not provide the money for them until parents are more thoroughly aroused to the necessity.

The next speaker was Miss Eleanor McMain, Kingsley House, New Orleans, who is known as the Jane Addams of the South. Miss McMain told "What the Playground Association of America is Doing." She said: "Its work is to keep American children off the streets of the big cities. When the big cities were planned the children were left out of consideration, but now it is beginning to be realized that children constitute a great asset of national prosperity. One great evil for the child consists in his being allowed to run wild on the street. He has to romp and play, and in following the play instinct he is following the law of his Maker." Miss McMain discussed the need of playgrounds in the big cities, saying that there should be one in every eight blocks in the crowded districts. She spoke of her own experience in the work and of the effect of a well-conducted play-ground on the children of a neighborhood, and declared that there the boy received his first lesson in democracy.

Miss Jean Gordon, Factory Inspector for New Orleans, spoke of "What the National Child Labor Association is Doing." Miss Gordon emphasized the necessity of careful legislation to regulate not only child labor but the labor of women as well. At the close of Miss Gordon's impromptu address, Mrs. Mary B. Page of Chicago made the motion that the International Kindergarten Union indorse measures looking toward child labor reforms, and also measures looking toward compulsory education. This motion was carried.

Miss Annie Laws of Cincinnati then presented an interesting paper telling "What the I. K. U. is Doing for Children." Miss Laws showed that the Union has become a powerful factor in the educational world. The Union, through its harmonious concerted activities is doing a great work. But the office of the kindergarten and the school is not to do the work of the home, nor is it to relieve men and women from the responsibilities which parenthood entails. The function of kindergarten and school in relation to the home is to arouse in parents a better understanding of their responsibility. To carry the ideal of parental responsibility into all parts of the world is one of the many lines of work that the organization is prosecuting with enthusiasm.

Dr. A. E. Snedden of Atlanta was introduced at this point and took up the further discussion of "What the National Child Labor Association is Doing."

Dr. Snedden spoke of the work the Association —which was but recently organized—has been able to accomplish in the way of legislative enactments, and the various means used to arouse sentiment. He made an earnest plea for com-

ulsory education enactments as necessary to the vercoming of illiteracy among the mill workers f the South. Dr. Snedden drew a dark picture f the conditions existing in the mill districts due irectly to the illiteracy of parents and the upidity of mill owners. He contrasted the desire f the negroes for education with the apathy of he whites to the advantages which education offers, in a most humiliating fashion.

Dr. Snedden stated his conviction that the law should limit the age at which children should be permitted to enter the factory. The hours of labor and the kinds of labor should be prescribed, and rigid inspection and enforcement of regulative measures should be maintained. The conditions existing in the industrial world make it possible to work great wrong to children. He expressed the hope that the time would come when the presence of a child in a factory would not be tolerated.

It was a matter of deep regret that Mr. P. P. Claxton of the University of Tennessee could not be present to tell "What the Kindergarten is Doing for Education in the South."

Wednesday Morning.

Business Session, Miss Patty Hill presiding officer.

This was a session of intense interest and importance. Interesting reports from the chairme of standing committees were presented, one of which will here be given in full, since it deals with the growth of the International Kindergarten Union during the year of 1907-8.

REPORT OF THE CORRESPONDING SECRETARY.

Madam President and Members of the International Kindergarten Union:

It is my pleasure to report the addition of seven branches to our membership since our last meeting.

The Kindergarten Union of New South Wales.
The Baltimore Kindergarten Club.
The Columbus (Ga.) Kindergarten Club.
The Kalamazoo Kindergarten Club.
The Alumnae Association of the Cincinnati Kindergarten Training School.
The Fort Worth Kindergarten Association, Fort Worth, Texas.
The Cedar Falls Kindergarten Association.

Making a total membership of one hundred and nine (109) Branches.

Three Societies have withdrawn because of the very small membership.

Eight names have been added to our Associate membership list, making a total of one hundred and five (105).

The total membership in the Union is now twelve thousand, three hundred and eighty-five (12,385).

I would like to take this opportunity to thank very heartily, the promptness with which the majority of the Branches and Associate members have responded to all requests, and would like to bespeak a like ready response from the tardy ones, for the coming year.

It is such a great help in facilitating the work of this department.

I wish especially to urge that each Branch see to it that after each election of its officers, the Corresponding Secretary of the International Kindergarten Union is furnished promptly with a correct list of the names of the officers and their addresses, and that notice of any change of address of Associate members, or officers of Branches, be promptly reported.

Respectfully submitted
ANNA H. LITTELL, Corresponding Secretary.

Miss Lucy Wheelock, Chairman of the Committee of Nineteen, made a verbal report of the work undertaken by that Committee. The report had not been completed and an extension of time for preparing and submitting it was requested. A motion was made and carried that the Committee continue its work.

Miss Ella C. Elder of Buffalo, Chairman of the Committee on Literature, submitted a lengthy report which gave evidence of earnest, careful work in this field. A circular letter has been prepared by this committee, also a list of books suitable for children, which will be sent to all organizations desiring them. Miss Elder's report drew forth many interesting questions from the floor, and in answering them Miss Elder said that for the mere cost of printing and mailing this committee would furnish data to be used in classes and Mother's Clubs, and urged that the usefulness of this committee be extended in this way.

Miss Geraldine O'Grady of Brooklyn, Chairman of the Committee on Parents' Meetings, submitted a most interesting report. In part the report embodied the following suggestions:

"First—My Committee reports that Mothers' clubs and Parents' associations are increasing everywhere and even beginning in rural schools. They range from large groups, generally in college towns, calling themselves pedagogic clubs or Round Tables to the day nursery mothers meeting, which is hardly more than a social cup of tea with sometimes a doctor's or nurse's table. The popular topics with English-speaking parents seem to be on the education of young children, especially moral education and home hygiene. There is some interest in the new movements in education, such as manual and industrial methods, varieties of physical exercises, etc., but less among wealthy parents. All agree that the latter generally prefer a lecture to a discussion, but it must be given by an expert to command their respect. They are more difficult to interest as a rule.

"In settlement and mission kindergarten clubs recreation plays a large, some times, almost too large a part. All agree that games and music are favorite ways of passing the time. Settlement workers say dancing, but this is oftenest where they plan the meeting, instead of a kindergarten doing so.

"Second—Topics. Two of my Committee say that general sanitation and hygiene are most needed among new topics. One says, the need of a religious foundation for life and education; one says, social and civic questions; two, psychology and general principles of education. I have made two lists of topics, tested and recommended by various workers—one for public schools and kindergarten clubs, and one for private schools. Most of the latter I have tried and found useful myself. I will not read them, but if the Printing

Committee allows space they can be included in the report, or I will send them to anyone who wishes them.

"Third—New lines of work. I think there are a few burning questions which need discussion, viz:

"(a) The constantly increasing habit of theater-going and moving picture shows, even for very young children. This is fostered by apartment-house life and city life.

"(b) The effect on children's characters of city life, and especially of flats or apartment houses.

"(c) The physical effects of the same conditions.

"(d) The effect on children's habits and characters of schools which gather large numbers, viz., 2,000 or 3,000, with classes of sixty or seventy; also of massing children in Sunday classes. I urge these discussions.

"Fourth—Suggestions for kindergartens. The topic and speakers get used up. Let each district or town have a bureau of information, some-one who will take and exchange names of doctors, teachers, ministers, etc., who are good speakers and willing to help; also suggestions of new topics. The kindergarteners must be willing to help each other."

At this point interesting letters were read by Miss Stella Wood, acting Chairman of the Foreign Correspondence Committee.

Miss Annie Laws submitted a report upon our Foreign Relations.

Miss Myra Winchester of the Committee on Propagation, urged a more earnest effort to extend the kindergarten work and suggested the advisability of establishing a lecture bureau.

Miss Bertha Payne, President of the Kindergarten section of the N. E. A., presented a report outlining a plan for the closer union of the International Kindergarten Union with the Kindergarten Section of the National Educational Association. Miss Payne offered a resolution that the matter be referred to the Board of Managers with power to act. The resolution was adopted.

The Committee on Necrology—Miss Bertha Johnston, Chairman—called attention to the death of Dr. Louis F. Soldan of St. Louis, and submitted fitting resolutions to be recorded in the reports of the International Kindergarten Union.

ELECTION OF OFFICERS.

The annual election of officers took place. Miss Wood, for the Committee on Nominations, submitted the following ticket:

President—Miss Patty S. Hill, New York city.

First Vice President—Miss Alice O'Grady, Chicago.

Second Vice President—Miss Clara Wheeler, Grand Rapids.

Recording Secretary—Miss Ada Van Stone Harris, of Rochester.

Corresponding Secretary and Treasurer—Miss Anna H. Littell, of Dayton, Ohio.

Auditor—Miss Margaret Giddings, Denver.

The new President, Miss Patty Hill, gracefully acknowledged the honor and invited the other officers to come to the platform where they bowed their acknowledgments to the greeting of applause.

Wednesday Afternoon.

Miss Alice O'Grady, presiding officer.

This session was enlivened by a piano solo by Miss Anna Jones, and brightened by the presentation of flowers from the Daniel School Kindergarten which was opened on Wednesday, April 1st.

The afternoon session was devoted to a lecture by Prof. William L. Tomlins, of London, England, former choral director of the World's Columbian Exposition, Chicago, and who has had phenomenal success in connecting chorals of children. Mr. Tomlin's address was devoted to music and dwelt upon the relation of song to education and life. Mr. Tomlins is a very earnest and forcible speaker and his instructive discourse, which lasted over an hour and a quarter, was listened to with rapt attention.

It would be a mistake to present at this time an abbreviated account of this address which aroused much enthusiasm. The Magazine hopes to present this in full to its readers in a later issue. The address was inspiring; it was presented with that magnetic power which has ever characterized the work of this great leader in the service of song in education.

Thursday Morning.

THE ISIDORE NEWMAN MANUAL TRAINING SCHOOL.

A keenly alert audience filled every seat in the Auditorium, since the program promised to be one of intense interest; and no one was disappointed. Miss Hill presided. The hour was all too short for the work outlined. The addresses of welcome were delightful, at the close of which a hush fell upon the audience as Miss Hill in a few well chosen words introduced Mr. Frederick D. Hesse as one who at Keilhau, had seen and known Friedrich Froebel, the man who more than any other had inflamed the minds and hearts of men and women with a great idea.

Mr. Hesse held the audience spell-bound with his descriptions of the Institute at Keilhau in 1844 when he was but nine years old.

At this time Froebel was making a fight to have the kindergarten recognized as a factor in the advancement of education. "To the people of Europe," said Mr. Hesse, "Froebel was an impracticable dreamer. His own country and his fellow students and teachers did not understand him. His fate was that of all reformers; he met opposition everywhere, and those who opposed him most were those who should have opposed him least." He continued:

"I remember the first time I saw him. It was the day before Christmas of 1844. His kindly face is with me still. He came to Keilhau to patch up a quarrel with its Principal, Bauer, who had been his friend and schoolmate. He was given a boisterous welcome by the students and called by his nickname of 'Wolf.' I remember his stride as he came into the schoolyard. It was snowing hard and there was much snow on the ground, but he was dressed with the greatest

indifference to the cold. I was presented to him, and he first took me up in his arms, great boy as I was, and kissed me on both cheeks; then he rolled me in the snow.

"This was a critical time in Froebel's life; he was depressed because of the criticisms showered upon him, and I remember well that he spoke of America as the principal hope of the kindergarten movement."

But the pictures drawn by Mr. Hesse were not all dark. He drew others that showed the great educational leader taking part in an Institute frolic and graphically described Friederich Froebel as he first saw him.

Mr. Hesse, in his reminiscences, brought his hearers back to his boyhood days at the great Institute of Keilhau, of which Froebel was one of the founders. That Christmas Eve of the long ago seemed to come back out of the past as the old man spoke, and one saw coming down the college walk, through the snow, a great figure in its fur wrappings, with its huge coat bound together with straw girdles probably obtained from some of the peasants on the journey. Great wooden peasant shoes were worn by this man. The fur cap, he said, almost covered the face to the nose, which was enlongated by the presence of an icicle. This was the great Froebel, and he was accompanied by the man whom he had chosen to succeed him in his work, W. C. Baering, who afterwards became the father-in-law of Mr. Hesse.

Froebel at this time had become disassociated with Keilhau on account of his advanced theories, and there were two factions in the Institute, those who championed Barop, his opponent, and those who championed his own cause. "I paid a visit occasionally, however, to the school, and was always warmly welcomed by his supporters. At that time he was instructing a class of young women, about six in number, in kindergarten work at Blankenburg. He was known as 'the wolf' by his opponents, and the young women whom he taught were called 'the wolverines.' "

Mr. Hesse spiritedly described a snowball battle that took place among the boys and the great man on this occasion, and he, who was a boy of nine at the time, suddenly found himself picked up and rolled over and over again in the snow by Froebel himself. Mr. Hesse had been but a short time at the school at that time, and he has always considered, he says, that he received his hazing at the hands of Froebel. The Christmas celebration as he described it was a particularly pathetic one. In the light of subsequent knowledge he has often thought, he said, that Froebel came on this visit in hopes of a reconciliation with Barop. If so he was disappointed. Froebel made an address to the students and it seemed singularly appropriate that he should stand under a transparency of the representation of the painting, "Suffer Little Children to Come Unto Me." He told of his plans and his disappointments. At that time he had spent the greater part of his own and his wife's fortune, and had accomplished practically nothing. His sister, Elisa Froebel, led the college choir at that time. She on all festal occasions was the life of the party, but on this occasion when called upon for one of her usual jolly songs chose instead a selection from Handel's "Messiah," which contained the singular appropriate words, "He was despised and persecuted of men." A reconciliation with Barop, however, followed later.

Mr. Hesse convinced his listeners that he had much more to tell had the hour permitted, and it is earnestly hoped that he will write down his recollections of Friederich Froebel in full.

Mr. Hesse came to New Orleans on the special invitation of the International Kindergarten Union. He has lived in America since 1852. His life has been spent in the far West, and that it has been spent in the open can be easily believed. His life work has been surveying, and his tall, erect figure scarce reveals his seventy-three years. At the close of this educational meeting which is the first one that Mr. Hesse has attended, he will return to his Western home.

The next speaker introduced, was Senorita Estefania Castaneda, Inspector of the National Kindergartens of the City of Mexico, who spoke on the "Present status of the Kindergarten in Mexico. Miss Castaneda spoke in Spanish, and gave in the limited time allowed to her a most remarkable resume of the work in that far city. At the close of her address Miss Harriette M. Mills of the New York Froebel Normal, presented in English in the briefest manner possible, the substance of Senorita Castaneda's address which will appear in full in a later issue of the Magazine.

Senorita Castaneda has been in the United States for some weeks studying the Kindergarten under its many phases, and following the work of Mexican students in the New York Froebel Normal who are preparing for special work in Kindergarten Training to be established in Mexico in the near future.

As a last word the gifted Spanish lady begged her interpreter to tell the audience that throughout all the kindergartens in Mexico the name of Miss Emilie Poulsson is known and revered. Senorita Castaneda has translated the "Finger Plays" into Spanish and they are the delight of children's hearts in Mexico.

Speaking of her visit North, the Senorita said "I have gained much, and I can never forget the kindness of Dr. Jenny B. Merrill of the Public School Kindergartens of New York City. From her I have gained much inspiration because of what she has taught me. I return to Mexico to establish in all the kindergartens Mothers' Meetings." Furthermore she said "We will celebrate Froebel's birthday on the 21st day of April, at which time we will have the first Mothers' Meeting ever held in Mexico."

Unintelligible as was the language of this report to the majority present, the Senorita was able to communicate her spirit to the audience without the aid of an interpreter.

To all who are familiar with the history and

development of the I. K. U. it is known that the organization has come to a crucial point in its work, and its Board of Managers must face grave problems concerning its further development—problems so grave and far-reaching that it seemed necessary to call upon the organization as a body to consider the work in its retrospective, its immediate, and its prospective references. This most serious task was entrusted to the following leaders: Miss Caroline T. Haven of New York who has the honor to be one of the pioneers in the work, gave the historical development of the International Kindergarten Union which began in the efforts of the American Froebel Union in 1870. Miss Haven's most carefully prepared paper will will be found on another page.

The immediate reference of the International Kindergarten Union and the work it is doing was presented by Miss Annie Laws of Cincinnati who is also a pioneer in the work and whose efforts have been indefatigable. In clear, lucid statement, Miss Laws defined the work of the Union in large terms. This report will also be made available to the general interest.

The prospective reference of the International Kindergarten Union was presented by Miss Bertha Payne, who has the distinction of being, not a pioneer in kindergarten, but a leader of the liberal movement, and is one who sees in the future larger fields of usefulness for the kindergarten, a greater work to be accomplished by the Union, a far greater number of workers brought under the inspiration of its influence by changes in its administration which will make it possible to meet with the National Educational Association, at least, occasionally. Miss Payne presented many arguments in favor of unification with the larger organization, but without loss of identity as the International Kindergarten Union. This report also will be available soon.

The president, Miss Patty Hill, then addressed the audience saying: "The Kindergarten Union has now some of the gravest questions to answer. I, for one, am not willing to have them met by the Board of Managers alone; the worker in the field should be considered. There must be free discussion and open statement. We must know what is in the mind of the majority." Continuing her remarks Miss Hill urged all who have ideas or suggestions to make to offer them freely; she said: "We have our kindergarten publications, and am sure their pages are open to us. We should hear from a great many, that in the end we may act wisely and promote the larger life of this organization."

Thursday Evening, Closing Session.

The principle speaker of the evening was Dr. Charles McKenny of the State Normal School, Milwaukee. He spoke at length on "Some Fundamental Contributions of the Kindergarten to the Elementary School."

Mr. McKenny is known as an earnest enthusiastic supporter of all that pertains to modern education, and he is especially known as an eloquent advocate of the Kindergarten. Those who heard him for the first time were convinced of the validity of his reputation, and those who had heard him before were reassured as to the fidelity and genuineness of his friendship for the kindergarten. The closing hour was given to a symposium on "Essential Factors in the Kindergarten and the School." Various phases of the work were presented most ably as follows:

(1) The Song, Miss Bertha Payne, School of Education, Chicago.

(2) The Story, Miss Emilie Poulsson, Boston. Miss Alice O'Grady, Normal School, Chicago.

(3) The Game, Miss Mary McCulloch, Supervisor Kindergartens, St. Louis.

(4) The Occupation, Miss Geraldine O'Grady, Supervisor Brooklyn Free Kindergarten Association.

(5) The Garden and the Excursion, Miss Stella L. Wood, Principal Minneapolis Kindergarten Association.

At the close of the addresses it was announced that the report of the Committee on the place of the next meeting was in order.

Miss Nina C. Vanderwalker, Chairman of the Committee, stated that it had been impossible to determine the place of the next meeting, and begged an extension of time, which was granted.

Resolutions were adopted by the Convention in which the thanks of that body were given to the Governor of the State, the Mayor, the School Board, the Faculty of Tulane, Newcomb and the Newman Manual Training School, the Faculty of Kingsley House, the Educational Association and Kindergarten Club, Miss Woodruff, Mr. Thompson, Mrs. Lucien Lyons, and those who had so generously contributed autos for the entertainment of the members, the Free Kindergarten Club, Miss Kate Minor, Mrs. Ruth McEnery Stuart, and all the great unthanked who were too numerous to be mentioned. The committee paid a pretty tribute to the hospitality and culture of the New Orleans women and wished New Orleans the fulfillment of her aims in the education of her children.

A motion to adjourn was in order, and thus closed one of the most memorable conventions of the International Kindergarten Union.

EXHIBIT OF KINDERGARTEN WORK.

The exhibit of hand work was interesting, presenting that of students in training and children in kindergarten in about equal amounts. Time and space will not permit a detailed account of

each exhibit. At least twenty states and two foreign countries were represented as follows:

Kobe, Japan; Norway; Columbus, Ga.; Savannah, Ga.; Birmington, Ala.; Chattanooga, Tenn.; Louisville, Ky.; Dallas, Texas; Mobile, Ala.; Training Schools of New Orleans; Emporia, Kansas; St. Louis, Mo.; Free Kindergartens of Chicago; Chicago Institute; Chicago Kindergarten College; Milwaukee, Wis.; Cincinnati, Ohio; Oakland, Cal.; Grand Rapids, Mich.; Pittsburg and Alleghany Kindergarten College; Baltimore, Md.; Portland, Me.; Brooklyn Free Kindergartens; Pratt Institute, Brooklyn; Froebel Normal, New York City; Boston Training Schools under the supervision of Miss Wheelock, Miss Symonds, Miss Garlands and Miss Perry.

While there were exceptions to be noted, the exhibit as a whole revealed the dominance of the industrial idea. At the request of the Chairman, Miss Edith Woodruff, the exhibits were allowed to remain for the benefit of the State Teachers' Association which met in New Orleans the following week.

SOCIAL EVENTS.

Not until one has had the pleasure of experiencing Southern hospitality can one fully understand how it has come to be proverbial of all that is gracious and kindly in social life. Organizations and individuals vied with each other in making the social life of this Convention one continuous round of pleasure which was as varied as it was enjoyable. Every delight that resourceful New Orleans has at her disposal seemed to be exploited for the entertainment of the visiting delegates and friends.

Mention has already been made of the kindness of Mrs. Lucian Lyon who tendered an automobile ride to the members of the Training Teachers' Conference on Monday.

On Tuesday, at the close of the regular session, the visitors were entertained at The Kingsley House. Regular classes were in session, and those present had the pleasure of seeing the children at work and at play. An exhibition of the various lines of activity revealed the intensely practical bearing of the work that is being done at this settlement, which began with the opening year of this century.

Delicious lemonade was served the many visitors who were all enthusiastic at the splendid work of the settlement. From Kingsley House the visitors repaired to the play ground on Gainnie Street, where the boys were at work gardening and where the spring vegetables are already beginning to be in evidence. Here the children were seen enjoying the advantages of their spacious play grounds.

Miss Eleanor McMain is the president of the Kingsley House Settlement.

On Tuesday evening the French Opera House was the scene of an entertainment given in honor of the delegates to the Convention. Here, in this historic house with all its memorable associations, gathered an audience that filled the great structure even to the gallery which is popularly called "le paradis." French and Creole music constituted a program that vindicated the right of Louisiana to the claim that it has a literature and an art peculiar to its life and traditions. That this function was unique in the annals of this city which is noted for its festivities, is indicated in the following, quoted from The Daily Picayune of April 1st.

EVENING'S ENTERTAINMENT.

An insight into the old Creole days of New Orleans was given the delegates to the kindergarten convention last night by the ladies and gentlemen who are descendants of the old families of the city and state. It was distinctly French in all of its numbers, and it seemed to be the idea of those who had charge of the affair to dispel from the minds of the visitors those impressions which are given of Creole life from the stories of Cable. The French Opera House was well filled with handsomely gowned ladies, and a scene was presented which took the old residenters back in memory to the soirees of ante bellum times.

These days were also recalled by Prof. Alcee Fortier of the Tulane University chair of history, who prefaced the evening's entertainment with a discourse upon the Creole folk-lore and the history of old Louisianne. He did not fail to score the idea of certain Northern authors who have spread misrepresentations concerning the personalities of the grand dames and chevaliers of this historical city. Prof. Fortier dwelt upon the romantic side of the history of the state, and closed with the statement that all Louisianians were proud of the past and would not tear one page from their history or erase a single line.

Following the address came the soiree given in honor of the visiting kindergarteners by a committee of Creole gentlemen. Henry L. Sarpy was chairman of this committee, and his associates were Joseph M. Gore, Arthur McGuirk, J. J. Yuille, Nicholas Baur, John Conniff, G. Leon Soniat, Ferdinand L. Larue, E. A. Williams, W. B. Smith, Nemour Bienvenu and M. A. Aldrich. They were assisted by the Committee on Entertainment, whose chairman was Miss Kate Minor. Miss Minor was assisted by Mrs. A. B. Farjas, Mrs. F. Larue and Miss Lucy Claiborne.

The following ladies sat upon the stage: Miss Kate Minor, Mrs. M. Stern, Mrs. C. C. Anderson, Mrs. Ashton Phelps, Mrs. R. W. Walmsley, Miss Margaret Leonard, Miss Stone, Miss Frances Cenas, Mrs. L. Olivier, Mrs. L. M. Horner, Mrs. A. B. Farjas, Miss Lucy Claiborne, Mrs. F. L. Larue and Mrs. C. Dickson.

The concert was one of the most enjoyable that has taken place at the French Opera House in many months and the audience was representative of the best people of the city. Almost every box was filled with handsomely-gowned ladies and their escorts and the scene was even more imposing than the opening of the opera season. Fully 1500 persons were present and the applause accorded to the performers was most generous.

The evening's entertainment was both classical and colloquial, for embraced among the musical numbers were several typical Creole ballads, such as the boys and girls of two decades agone were wont to have sung to them by their negro mammies. Notable among these were the songs rendered by Miss Ruth M. Harrison in the Creole dialect. They were much applauded and formed one of the features of the evening. Miss Harrison sang them in both parts of the programme and was accorded encores at the end of each suite.

On Wednesday evening, Miss Kate Minor opened

her house for the entertainment of the visiting kindergartners and their friends. The words "opened her house" seemed peculiarly fitting, for as one approached the residence from the avenue, nothing could have given a more complete sense of open-hearted hospitality than the brilliantly lighted veranda opening its entire width into the house, and the gracious hostess standing on the very threshold to receive her guests. Those receiving with her were the officers of the International Kindergarten Union, Miss Patty Hill, President; Miss Alice O'Grady, First Vice President; Miss Clara Wheeler, Second Vice President; Miss Anna H. Littell, Corresponding Secretary and Treasurer; Miss Stella Louise Wood, Acting Recording Secretary, and Miss Margaret Giddings, Auditor. Besides these officers, the ladies of the Entertainment Committee also entertained with Miss Minor, representing women prominent in both social and educational circles.

The gentlemen of the Entertainment Committee, which included the leading educators of the city and members of the faculties of the various colleges, were all present at the reception.

Louisana moss and magnolias were the appropriate decorations used in this beautiful Southern home. Here again the entertainment committee had appropreatly provided typically Southern music, recitations, and the opportunity of hearing Mrs. Ruth McEnery Stuart, gave the visitors much pleasure. Refreshments were served by the students of the various training schools of New Orleans.

Thursday was a memorable day, not only from the side of the Convention itself, with its interesting morning program, but also for its many social pleasures. The entertainment committee seemed to have placed the trolley system of the city at the disposal of the visitors. At the close of the session at the Isadore Manual Training School, cars were at the door, and in a moment all were on the way to the H. Sophie Newcomb Memorial College for young women, to visit the exhibit of kindergarten hand work in Assembly Hall.

Under the umbrageous oaks a tempting cold luncheon was spread. The luncheon was given by the members of the Kindergarten Club, of which Miss Edith Woodruff is President, and the New Orleans Educational Association, of which Miss Margaret Hansen is President. Fully two hundred and fifty persons enjoyed the hospitality of these two organizations. The luncheon was served by committees of teachers and young ladies from the training classes of the Normal School and the Free Kindergarten Club. Among those present were the visiting delegates, local kindergartners, public school leaders of the city, and members of the New Orleans Educational Association.

An object of much interest at the luncheon were the negro mammies in tignons, who supplied the visitors from the Northern climes with that delicious Southern edible, "pralines." Both mammies and pralines were enjoyed by the guests.

After luncheon the Coliseum cars were boarded and the party went up as far as Audubon, where they embarked on a steamer for the river trip.

In order to reach the steamer, the visitors walked through City Park with its avenue of oaks festooned with gray moss which gives to these gigantic trees the appearance of great age. They are said to be one thousand years old; and judging from appearance it were easy to believe them four thousand years old.

A splendid view of the New Orleans docking facilities was enjoyed, and the sights of the river front were the objects of much interest. The party came ashore at the United States Mint neighborhood, and, under the guidance of Mr. T. P. Thompson, penetrated the mysteries of Frenchtown. The scenes of that interesting foreign quarter were a novel spectacle to many of the visitors. Quite a goodly portion of the quarter was covered and the different points of interest noted. The strangers were shown the Cafe des Exiles of Cable, Madame John's house, the rendezvous of Lafitte, the haunted house, and other features of that strangely fascinating quarter.

After this strenuous day of pleasuring it will not be doubted that the participants returned to headquarters weary, but grateful to the committee which made it possible in this one afternoon to have a glimpse of many-sided New Orleans.

Friday was entirely set aside for pleasuring. Trolley rides, exhibitions, and luncheons were in order, and the visitors had a day of much profit as well as pleasure. All the plans that were made by the social committee for the comfort, pleasure and enlightenment of the visitors seemed crowned with perfect success.

The hospitality and kindliness of the people of New Orleans will hold no minor position in the memory of each visitor to the Fifteenth Annual Convention of the International Kindergarten Union.

Practice Department

RECREATIVE PLAYS AND GAMES.

MAU REUF HOFER.

Too much cannot be said to encourage the children to play the traditional, out-of-door games of childhood. For an exact training of the hand and eye, a sense of direction, position, time, there is nothing better than playing with a ball. For a keen sense of rhythm, jumping-the-rope has no equal. For developing independence, self-reliance, courage, discrimination, judgment, a sense of justice, the power to lead, or the ability to efface one's self in the whole, there is nothing more valuable than playing the traditional, out-of-door games with many other children.

The imitation of these games as rhythmic gymnastics helps to give the proper positions and correct movements to the children when they play the same games freely out-of-doors.

The enjoyment of the children in these imitations is also indicative that the choosing of them for gymnastic work was a happy thought.

See-Saw.

1. See-Saw.
   Deep knee-bending, trunk as nearly erect as possible. Arms on hips. Knees stretch, raising body.
2. Making "a very straight board." Keep arms level with shoulders, head erect, chest high. Trunk bending, right and left, from waist.

Games.

Two children, holding hands, take alternate knee-bending. Teacher stands at head of lines to represent the board; opposite lines, facing, go up and down alternately, the "board" indicating which line goes down.

Separate class into three rows. Let middle row represent the boards, outside rows, facing each other, the children playing see-saw. Middle row, facing the front, take trunk-bending movement. Outer rows go up and down alternately, as the "board" indicates. Excellent opposition work and training in rhythm.

Swinging.

Pushing the Swing.

1. One foot forward, weight on ball of back foot, arms upward, elbows at side, hands as if holding swing-board.
2. Arms forward-upward stretch. Trunk forward sway, transferring weight to forward foot.
3. Sway from foot to foot, bending and extending arms in rhythm with the swaying.
   Maintain the poise of the body by keeping weight on balls of feet.

Games.

Opposite lines push swings to and fro. Indulge in a frolic and rest arms by "running under," thus changing sides. Repeat several times.

Two lines of children, standing directly opposite partners, push swing back and forth to each other.

Two children hold hands to make swing. Third child pushes the swing in time with music and at the end of phrase "runs under." May be adapted to kindergarten circle by separating children on circle into threes. Two make the swings, the other, swing to swing around the circle.
pusher. The children pushing pass from

Rolling the Hoop.

Right foot advanced, right arm raised backward, ready to use stick, body inclined slightly forward.

Run, sending hoop forward with each stroke.

Order: Ready—Position—Roll! (free work around room) Position.

Downward stroke on "roll," making complete circle with arms in three counts. When given with music, the downward strokes in the command "roll" come on the first beat of the measure.

Be sure that the children swing arms so as to make the hoop go forward.

Suggestions For Simple Ball Games.

KINDERGARTEN BALL GAMES.

Rolling.

1. Without definite aim.
   "This little ball goes out to play."
   "First to one child."
   "Little ball pass along."
   At intervals ask, "Who has the ball now?" (Suggests direction.)
2. With definite aim.

"Roll to Eddie."
Roll to child in centre.
"Roll over, come back here."
"One, Two, Three roll."
Opposite lines roll across.
One ball for two people.
Two balls for two people.
Roll at a mark.
Throw at a mark.
Roll into ring.
Toss into basket.
Tossing or bouncing to partner.

BALL GAMES FOR OLDER CHILDREN.

Sixes. (For girls from nine years old and up.)
Repeat each movement six times.

1. Toss ball against wall and catch on fly when it rebounds.
2. Toss ball against wall and allow it to bounce once before catching it.
3. Toss ball into air and catch on fly.
4. Toss ball into air, allow it to bounce once, catch.
5. Bounce ball and catch.
6. Bounce ball, bat it once to ground with hand, catch.
7. Bounce ball, bat it twice to ground with hand, catch.
8. Repeat, batting ball three, four, five, six times to ground and catching.
9. Repeat backwards, batting from six to one.
10. Toss, let bounce once, and catch.
11. Toss, let bounce once, bat once to ground, and catch.
12. Toss, let bounce once, bat twice and catch.
13. Toss, let bounce, etc., to six battings.
14. Bounce, bat r~ with hand, catch.
15. Bounce hard and catch on fly.
16. Bounce on ground so that ball bounds up against wall, catch on rebound.
17. Repeat above, letting ball bounce once on ground before catching, and so on through many variations.
When playing with more than one, through game without "missing."
When playing with more than one, point is to finish game first.
When more than one plays, players take turns, each one giving place to next in line as she "misses."

PASS BALL.

Game: to get ball to end of line first.
Two or more lines.

1. Players stand or sit side by side, and pass ball along line.
2. Players stand in front of each other, take deep trunk-bend position, feet apart, and pass ball between feet.

BALL AND BAT.

1. Batting and catching "flies."
2. "One Old Cat."
Players: pitcher, and batter, may have catcher and fieldmen.
Batter runs to goal when he hits ball third time, touches goal, and tries to get home before he is crossed or touched out.
Ball caught on fly puts batter out.
Players progress from field-men to batter.
3. Town Ball.
Players divided into two equal sides.
1. Batters.
2. Catcher, pitcher, basemen, field-men.
Game: First man bats and runs as many bases as he can make without being crossed or touched out; and so on in turn. Can play to get all out or three men out.
Catching ball on fly, or throwing ball between running man and the base he is making for, puts a man out.
One "home run" will bring a lost player in again.

TOYS.

1. Cup-ball.
Wooden cup on handle, with rubber ball attached to it by elastic.
Game: to toss ball up and catch it in cup.
String ball for tossing, bouncing, and catching.

MISCELLANEOUS GAMES.

Rounders, Tether Ball, Curtain Ball, Dutch Hand Ball, Stairs Ball. Divide children into three lines. Let the two children on outer line try to toss or bounce the ball over the head of the child in the middle line. Child in middle line tries to stop ball.

Children's Spring Play Rhymes.

The merry rhymes and games of the springtime of our childhood recall many happy moments of joyful tho strenuous play. The vigorous pullings and stretchings found in these, are not meant for gingerbread children. For a healthful romp on

the grass and the pure abandon of play they may be recommended.

THE WELL.

Draw a bucket of water
For my lady's daughter
One in a rush, two in a rush
Here we all go under the bush

Four children stand in twos opposite each other, joining hands and pulling forward and backward. At words "here we all" the two with arms on top throw them over the heads of the other two who duck under. These in turn do the same, when all four jump about, in a lively manner, to the words "bundle of rags," etc., until they fall down.

CHURNING BUTTER.

Churn, butter churn,
Turn, butter turn,
Up with the dasher,
Down with the dasher,
Churn, butter churn.

Children stand with backs towards each other, hooking arms at elbows. They then lift each other alternately to the accent of the rhyme. Only two children of a size should try this; it is a good back stretching exercise. Chinese children call this "Pounding Rice."

WASHING DISHES.

Wash my lady's dishes—
Hang them on the bushes—
When the bushes begin to crack
Hang them on the donkey's back—
When the donkey begins to run
Shoot him with a leathern gun.*

Two children stand facing and swing each other's arms from side to side to close of rhyme, when they proceed to "wring the lady's dishcloth" in jolly fashion until tired. This supplies good arm and shoulder stretching.

PLAYING CHEESES.

"Green cheeses, yellow laces
Up and down the grassy places."

A favorite twirling game with little girls. Spin round and round through the rhyme and then sit suddenly down with inflated skirts spread out like a great cheese.

PLAYING PUMPKIN.

"Pumpkin yellow, pumpkin red;
We'll see if you're ripe
With a rap on your head."

A boy's game. A number sit in a row with fingers locked under knees. Others come around and take hold of arms at each side shaking and carrying them off to wagon or grocer.

*The editor would suggest as a substitute for the last line "Catch him e'er the set of sun."

POUNDING RICE.

"Up you go, down you see;
Pounding, pounding rice for me."

Played like American churning game.

TURNING THE MILL.

"You be the roller and crush with power
I'll be a mill-stone and grind the flour."

Two children stand facing, a little to one side of each other, crossing arms front and back over each other's shoulders. As the rhyme is repeated the arms are raised and the children turn from side to side.

DAY BY DAY WITH NATURE IN THE KINDERGARTEN AND PRIMARY GRADES.

MARY A. PROUDFOOT, B. S.

Kindergarten Program—The Garden.

The subject of the garden is a beautiful one for the resurrection season. The truth of immortality which is so potent a one to us at this season is, however, but vaguely understood by the little child unless it can be revealed to him through his own experience. The story of the resurrection of Christ cannot be so great a revelation to him as the Easter lily, which, after his weeks of service to the plant, opens its heart of gold to him. The bulb which lay so lifeless was buried by him with his own hand, yet he cared for it faithfully, and at last it arose, and there was born to the child on Easter day, an immortal truth.

I. Window Gardens.

Let the children plant nasturtium, sweet-pea, sweet alyssum or petunia seeds in window boxes. These boxes may be made from common soap boxes, either by the kindergarten children, or those of a primary grade. If the kindergarten children cannot make them, they can paint the boxes and afterwards prepare the earth, by granulating the same with their fingers. Let the children put the seeds into their little beds with a tender motherly care; at least do not allow them to plant without thought. The children should not be told what they may

expect to see, but rather let the knowledge of the process of growth come to them through their own experience.

II. Take a walk in April, or when the season is propitious.

Let the children discover all the first hints of Spring, the birds, the buds, or any evidences of green. Encourage them to bring in anything they discover on their way to school.*

III. Spring cleaning in the garden.

Let the children rake together all the dry leaves, save them to mix in with garden earth as a fertilizer, and put the garden in order.

IV. Preparation of the soil for flower garden and vegetable beds.

The first deep spading can be done by the older boys of the grades. The kindergarten children can take their hoes and rakes into the garden, and work to granulate the soil, throwing out stones, weeds and the like.

V. The preparation of individual flower beds.

The kindergartner should contrive a plan for dividing her garden space into equal divisions so that each child can have a flower bed of his own. It will be well to have one, that belongs to the whole kindergarten. This had best be the vegetable garden, and should be cared for by the different groups in turn. Each individual child should be responsible for the care of his own flower bed. After the beds are approximately laid off, the children then can measure them accurately. All of them can be separated from one another by small foot paths. These can be made most easily by tightly stretching garden cord between two stakes that are driven into the ground at each end of a little bed. Parallel to this, another line can be placed, which will serve to determine the width, and between the two, the children can beat a path by treading the earth down firmly with the feet. The earth must be slightly damp, and a straight way can be driven by placing one foot directly in front of the other; this process being repeated until the whole space is trodden down. The very little children cannot make such fine gardens, but they are interested in collecting stones or shells, and these can be used by them to divide their flower beds from one another.

VI. Planting of seeds saved from last autumn's store.

a. Poppies. b. Sweet Alyssum. c. Sweet Peas. d. Marigold. e. Cornflower. f. Asters.

VII. Cutting and stringing of pieces of paper to be hung over the beds as scarecrows.

Let the children cut pieces of paper and string them at intervals on a string. These can be hung just above the rows of seeds planted, and will serve as "scare-crows."

VIII. Transplant the nasturtiums that have been growing in the window boxes. The plants will have attained a sufficient growth by this time to be transplanted easily if the children are careful to dig them up with plenty of earth clinging to the roots. After transplanting, water the plants well, and cover with newspapers for a day.

IX. Preparation of the vegetable bed.

Use the seeds obtained from the autumn's store.

a. Radish. b. Onion. c. Lettuce. d. Beans.

If this bed belongs to all the children of the kindergarten, they themselves should decide what should be done with the produce. Of course the care of the gardens will be the daily duty of the children, as long as the season lasts.

X. A walk to observe the latest changes in the landscape.

Arouse the children's interest and enthusiasm in all awakening nature. Let them make a collection of the different kinds of "baby buds" and put them in water to watch them unfold. Let the children tell their own stories about the long winter sleep. They will discover spontaneously, that the pussy-willow wears a fur coat. Why?

XI. A walk to obtain wild plants.

Whether it be violet, wild pansy, or the like, let the children carefully dig up a little plant, and put earth and all into a basket to take home. Be sure to direct the children as to the correct method of taking up a plant without injuring the roots. For such digging a trowel is best. If possible, allow them to transplant these treasurers in their little gardens upon the same day that they are obtained, in order to preserve the plant more safely.

XII. Make prints of some of the wild flowers.

This can be done by placing a flower and several leaves upon one of the blue prints. Place both of these in a frame, and expose

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them to the sunlight long enough to make an impression. Leaf and flower must be separated and placed so that the outline of the plant can develop distinctly. The length of time for exposure depends upon the light. After this impression is taken, the blue print should be taken out quickly, dipped in cold water, and spread out to partially dry. While it is still somewhat damp, it should be put into a book to entirely dry. Little booklets can be made of these, which will contain the pictures of all their spring beauties. It would also be interesting to allow them to make a collection of autumn impressions as well.

XIII. Gather dandelions and other wild flowers.

Let the children tastefully arrange bouquets for the kindergarten, sorting the flowers according to their colors, and combining those which are most harmonious. This little task can become a daily delight.

At another time, wreaths of different kinds can be made, together with different kinds of flower chains, thus making pretty decorations for the kindergarten.

Flowers can be used appropriately for nature plays; in fact, many creative stories can be worked out with all kinds of nature materials.

Occupations using nature materials.

Let the children lay out miniature parks in the sand tables. They can imitate landscape gardening by using flowers to carry out color schemes. Real flowers might be used for a day, but to make the picture more permanent, make tissue paper blossoms. Use various branching twigs for trees, gather mosses, shells, stones and acorns to mark off paths and roads. Somewhere in the scene make an indentation to represent a lake. A mirror can be used for water effects. On the edge of the lake let the children build a little rustic boat-house of twigs. Small canoes or boats can be drawn up near the pier. These can be made of bark. Rustic bridges can also be constructed of the same material; little park benches of twigs.

Later in the season many things can be made of green burrs, like baskets, toy houses and the like. Play houses can be made of tall weeds woven together with twigs, which will be large enough to admit several children.

PLANS FOR THE PRIMARY GRADE

Subject: The Garden.

Those flowers which seem most appro-priate for the Resurrection time are lilie tulips, hyacinths and daffodils. As bulb we put them to sleep in their beds i autumn and at the season of nature's resu rection they appear, to bring to us th Christ-like message of spring's awakening announcing glad tidings to all those heart most ready to receive it.

Fall preparation for spring flowers.

The way to prepare a bed for the bulb is to make one of sandy soil, and then t mix it well with rotten manure. Bury th bulbs firmly in this bed and then cover then with three or four inches of earth. When it begins to get cold, lay over them a si inch blanket of straw or leaves. About th first of April gradually lay off the covering

A Study of Various Conditions Necessary To Growth.

A soil test with seeds planted in early spring.

Take three small boxes; fill respectively with black loam, sand, and clay. Plant in each a few kernels of corn, or any other seed that produces strong, vigorous plants. Place all three where conditions of light and heat are the same, and water daily. Which takes the most water, which the least? In which box do the plants come up first? Which shows the thriftiest growth? Carry on the experiments until the plants have attained sufficient size to yield conclusive evidence.

B. Light test with seeds.

Fill three boxes or pots with black loam; plant corn, or flax seed.

a. Set box 1 in a good light.

b. Set box 2 in a medium light.

c. Set box 3 in a poor light.

In caring for these, give to each a uniform amount of water.

C. Food test with bulbs.

Place the root end of an onion in some sand and keep moist. Do not bury the onion in it. Place in good light and a warm place. As the sprouts grow, what happens to the bulb? Where is the young growing plant getting its food?

At the same time, plant a sound onion in good soil. Entirely cover the onion. Keep the two side by side, and make daily observations and comparisons. If some Chinese

lily-bulbs can be obtained at this season, it would be interesting to start some of these in water to show that plants take different kinds of nourishment.

D. Light test with bulbs.

Put a sound onion in a warm place where there is not much light, for several weeks. Bring out after well sprouted, and compare with those growing in the light; observe and compare the bulbs.

Suggestions: a. Soil and light tests with seeds should precede the making of indoor gardens by at least two, and if possible three weeks, and should immediately follow the food and light tests with bulbs. b. No small part of the value of this work to the child is the systematic and orderly procedure. This inspires thriftiness, and begets a more conscientious and intelligent quality of work.

Make window boxes for indoor gardens.

These boxes can be made by cutting off the tops of some grocery box. The depth of window box need not be greater than three or four inches. For drainage several holes should be bored in the bottom and over these place broken pieces of crockery. Indoor gardens should be planted for most localities about the middle of March, not later than April first. It is best not to try to have individual boxes, but have several class boxes, so that many plants may be started. It is interesting to children to plant two or three little seeds in the half of an egg shell, and then to place the egg shell containing the seeds in a window box. This makes transplanting easy and safe. In planting, make use of the facts discovered by the various tests. Water daily. Sow a few flax-seeds among the others, that the children may have opportunity to exercise their sense of discrimination. This may also be accomplished by mixing two kinds of seeds in a box. Children can prepare labels and placards for garden boxes. When the plants are about three-quarters to an inch high, they should be carefully thinned out.

The best seeds to plant.

In regard to the seeds to be used, discuss this question with children, and guide their selection so as to include such as will be practical and mature early. The following have been found satisfactory for school gardens:

Flowers:

*Dwarf and climbing Nasturtiums
*Pansy
*Mignonette
*Balsam
Bachelor's Button
*Sweet Alyssum
Poppies
Sweet Peas
Petunia

Vegetables:

*Tomato
Beans
*Pepper
Peas
Radish
Lettuce

Those marked with a star may be started indoors and transplanted later. Gourds are curious and interesting and are quite decorative if planted so as to climb over some old fence, or on poles.

Plans for out of door gardens to be started in April or May.

Each child if possible, should have a very small garden, or two children may have a small bed together. There should be one garden common to all, and in contrast to the kindergarten plan make this one a flower, rather than a vegetable garden, as the artistic possibilities in arrangement, and the like, (landscape gardening), are so much greater, also the range of choice, thereby giving the individual a broader opportunity for the exercise of individual taste and creative effort. This effort and interest are secured for a common, and not an individual result. Any area may be tastefully divided and arranged to represent a Dutch, Old English, Colonial, or New England garden. Elements of the traditional, historic, or artistic, and the sentiment they awaken, will be thus combined with the child's delight in doing.

Measurements should be taken and plans worked out according to either a simple or more complex basis. These plans may be made by drawing, stick laying, or in sand boxes, and such exercises will afford excellent opportunity for practical number work. Select flowers for the garden on a basis of the children's choice, and somewhat in accordance with the kind of garden. Let the children collect stones, bricks, or barrel hoops, to border their beds. Each child should have a hoe, rake, and trowel if possible; if but one, use the trowel. Let them proceed first by putting the garden into order and preparing the earth for the plant-

ing. Examine and analyze the soil. Plant according to plan, and give such care as may be necessary in way of weeding, watering, and the like.

Suggestions: A diary with interesting covers designed by the children may be made, also a rain record, including all out of door observations. Indeed daily observations should be made out of doors, for occasional walks will greatly stimulate and cultivate habits of keen and intelligent observation. Make much of the first flowers, hepaticas, pussy-willows, and the like.

"It is more blessed to give than to receive." Arouse the desire to co-operate with nature rather than simply to accept of her bounty. Do not permit reckless plucking and plundering in woods and fields. The germ of vandalism is nourished in such simple thoughtless acts. Interest will be increased by telling stories like the Chinese legend of the daffodils, or from the Greek Myths—Narcissos and Hyacinths.

GARDEN WORK FOR MORE ADVANCED CLASSES.

MARY A. PROUDFOOT, B. S., M. A.

More advanced studies in Propagation. (See indoor garden plan.)

Compare bulbs with tubers. What have tubers that bulbs have not? (Eyes). What plants reproduce by means of tubers? (Irish potatoes, artichokes, peonies, and dahlias). Examine potatoes to find the eyes. How many are there? Have sweet potatoes any eyes? Discuss the difference between roots and stems in appearance and function. Have the children ever planted potatoes, or harvested them in the fall? How many usually are planted in each hill? how many afterwards dug up? These answers must be based upon experience.

Place a section of a potato containing eyes, in water or moist sand. Determine what grows from the eyes. Later put some potatoes in a box of black earth. Plant several whole potatoes in a box of earth for the purpose of watching their general manner of growth—sprouting, riveting, etc. What happens to the potato as the sprouts grow? (It shrinks). Why?

Plant a good hill of potatoes in an indoor garden for the purpose of growing new potatoes. If planted early, and such conditions as light, heat and soil are favorable, they should be well formed by the end of the school year, and the manner of propagation may then be shown.

A similar demonstration may be made with the tubers of the dahlia which, though a tuber, shows a somewhat different manner of propagation.

Do potatoes ever produce seed? Have the children ever seen potato seeds? Where do they come in the plant? What do they look like? (Come upon the flowers. Look like little green balls. Seed men sometimes use the seeds of potatoes, and in this way the different varieties are obtained).

Have the children ever seen the wild potato plant? It can easily be recognized by its resemblance to the cultivated variety in foliage, blossom and seed. Dig up a wild potato plant. Are there any tubers? When in the woods in later spring look for the **Deadly Nightshade**, a beautiful climbing plant of the potato family.

Children are often puzzled to know how the hard stones of certain fruits and the hard-shelled nuts can sprout. They might be encouraged at this time to plant some of these. It will be an excellent opportunity to see demonstrated the wonderful force and energy of life.

Other Suggestions.

In connection with light tests, children of older grades can make one or several skyometers, according to simple directions given by Professor Myers in his **Rational Arithmetic**. With this little instrument, a systematic observation of the angle of the sun's rays may be observed throughout the season. The data thus obtained may be applied in the work pertaining to the garden. It may be of special use in determining the best angle for the top of a hot bed.

Small Creatures Related to the Garden.

In connection with the actual and preliminary garden work, it will be found interesting and profitable to make a study of such insects, and other small creatures, as may be most often seen in the garden, and that may have some general influence on the general plan, e. g., the earthworm, toad, various beetles, caterpillars, etc. For practical help in developing this line of work, see Hodge's **Nature Study and Life**, and Comstock's **Insect Life**.

Earthworms.

About this time, interest may be aroused in the work of earthworms in Mother Nature's planning. (Teacher read Darwin's **Vegetable Mould and Earth-worms**,

for interesting facts). Make observations as to the depth of burrows, amount (by weight) of castings in a given area. Manner of burrowing. Bring some into the school room. Put them into a glass jar partially filled with sand, with a layer of finely broken leaves over the surface. Keep this moist. Why do we see so many on the surface of the ground after a rainfall? What do they eat? How do they see? Bring out the economic value. Look for eggs around the burrows.

The Toad.

This is another good helper in the garden. During the early spring the eggs may be found lying in the bottom of ditches and ponds, long strings of the albuminous substance containing little black eggs. These can be kept in a glass aquarium, and when the young hatch they can be fed on the algae that is abundant in stagnant ponds. For practical information concerning the toad and his economic relation to men, see Hodge's **Nature Study and Life.**

Stories:

Emilie Poulsson In the Child's World:

a. **Spring and Her Helpers**—Emilie Poulsson.

b. **The Little Worm That Was Glad To Be Alive**—Eliz. Peabody.

Helen Beckwith's In Myth Land:

Clytie, or The Sunflower Myth.

Lucy Larcum's poems:

Violets.

A MESSAGE OF SPRING.

MARY S. PROUDFOOT, B. P.

The whole hill was studded with blue and white anemones, but on the bank of a little lake where the sunbeams bathed, lived a family of yellow buttercups, they had just come up from the grass, awakened by the first kiss of spring. How happy they were!

"Ah here comes the west wind to rock us," called one, as it swung itself on its tall stem.

"The sun gave me my color, so this is why I shine like pure gold," said the second, and nodded toward heaven.

"To stay here on the edge of the lake in the midst of sunshine, this is surely the best place on earth," said a third.

"Yes," responded another, "that is what I think, for I could not be happy where there was no sunshine."

"Neither could I, nor I," said all but one of the others, (this was the mother, taller and more beautiful than all the rest,) who replied: "Be happy wherever you are The world may not always be bright. Be your own sunshine children and you shall one day become as a light.

"Mother, how do you know?" asked they.

"Try it, my blossoms, and see!" and before she had finished speaking, they heard the sound of children's voices and the next moment two ragged little girls came in sight.

"Oh, see the beautiful buttercups, the first this year! How splendid that we have found them! Let us pick them and make a bouquet to take home to mother."

The little flowers trembled when they heard what was going to happen, and all but the mother of the buttercups felt almost like crying when the children picked them and carried them away from the sunny bank. When the little children reached home, they found a broken bottle, filled it with water, and put the flowers into it. This was somewhat different from being left out in the lovely sunshine, and at first the buttercups sighed, but remembering what their mother had said, they determined not to feel sad. The little hut where the children lived was dark and low, and in a chair sat the children's mother, who was blind.

"See what we have brought you, mother; lovely buttercups!" said the children. The mother smiled, and though she could not see the flowers, stretched out her hands toward them.

"Shine, shine," whispered one of the buttercups, and immediately each blossom grew so wonderfully bright, that the whole room seemed to be filled with sunshine, and it was as bright as it had been on the banks of the lake. The children's voices rang out like birds, and a light shone all about the mother. Every flower was glad now, and this time in one voice they all whispered the word, "Shine!"

At once each golden cup was a blaze of light, such light that the darkest corner of the room shone. The blind woman rose from her chair and as if waking from a dream, suddenly opened her eyes.

"Children, children, I can see! You have brought me messengers of light!" The little room was still bright, but the buttercups were gone.

Pedagogical Digest Department

PHYSICAL EDUCATION.

BERTHA JOHNSTON.

All leaders in education have, from the earliest times recognized the importance of training the body as well as developing the powers of the mind. Naturally at any given time, such bodily training as was employed accorded with the accepted ideal of education in general. In order to better understand the various movements of our own day for the introduction of such training we will take a cursory view of the ideals of the past and the success with which the educators accomplished their aims.

Greek Education.

In the early days of Greece, the only physical education received by the child was much like that received by the children of the Indians or other primitive races. They would run, leap, swim, ride, throw the disc and use the bow and arrow in imitation of their elders and so get an all-round physical training suited to their later life.

In historic times for the boys of seven to eleven years the education was half physical and half intellectual. The aim, we are told, was to make men independent, respectful, freedom-loving, law-abiding, healthy, clean in thought, ready in action, devoted to their families, the fatherland and the gods. The gymnastics planned for the average youth made for health, strength, adroitness, ease, self-possession, and a dignified bearing. It may be a surprise to some to learn that only a small number were trained to take part in the Olympic games. The athlete, as such, was not the national ideal. He did not represent the all-round, aesthetic development which was devised for the average citizen. The gymnastic teacher was not appointed by the state but was found in private schools. Games were conducted under a really scientific system.

The directed play of the young boys included lively ball games, swimming, walking on tiptoe, jumping, arm movements, hanging, rope-climbing, holding of weights in extended arms, racing, boxing and wrestling.

The older youths were trained to run, leap, throw the discus, fling the javelin, wrestle and to dance. The running was difficult as it was in the deep sand. The javelin-throwing cultivated both hand and eve, giving skill and precision. The wrestling was supposed to train the body, the temper and the patience. The rubbing with sand and oil, the lying for awhile in the hot sun and the plunge into the cold water, all a part of this exercise, would inure to both heat and cold. Loungers were not allowed in these training places. Certainly such training made for manly rigor and self-control. Some of the toys which helped in this regard were the ball, top, hoop, swing, see-saw, skipping-rope, knuckle bones, and hobby-horse, all familiar to the modern child.

It is of interest to read that dancing was employed as a medium, a connection of opposites as it were between the intellectual and the physical training. Only the freeborn might join in the dances of the great choruses or might dance in the religious exercises before the gods. It is suggested that the fact that all the freeborn children were trained to these sacred dances would perhaps account for the readiness with which large choruses were assembled for the great dramatic performances.

Having attained the age of sixteen the youths for two years were trained in boxing and wrestling, the wrestling being more violent in character than before.

After they were eighteen years of age they were admitted to citizenship and now received a military training. They were made acquainted by actual life in camp with the topography of Athens and learned the art of enforcing law and order among the people.

In the later days of Greece we find that Aristotle contributed ideas upon the subject of physical education which are in many respects timely today. He would have such education tend to nobility and not ferocity. The three years after puberty he would have the youth devote to letters, music, drawing. Then he would give severe training in the matter of exercise and of diet.

The first public gymnasium was organized by the Lacedemonians. Athens borrowed the idea. Neither Plato nor Aristotle believed that a republic could be at its best unless the youth received physi-

cal training as well as the training of the mind. Hence we find that Plato, in connection with his Academy, as did Aristotle with his Lyceum, had a gymnasium attached as an essential part of the plan. Here training was given under skilled teachers who understood the particular needs of each child.

In Sparta the regime was much more severe. The hardy if heartless soldier was the ideal. The aim here was to train to endurance—the endurance of hunger, thirst, torture, death, even the little children were forbidden to scream. When they once had left the parental home at the age of seven they were obliged to sleep on beds of hay without blankets, and to wear no shoes. Hunting was approved as approaching the experiences of actual warfare, and inuring to hardships. Here,too, however, amidst all this hard, severe life we find that dancing was esteemed as giving ease in military maneuvers. To the quick music of the flute, the dancers would go through the forms of attacking and retreat. A comparison with the war-dances of the American Indians might be of interest and value. It would seem that music hath charm to arouse as well as to soothe the savage breast. The women of Sparta, also received severe physical training that they might be fitted to be the mothers of warriors.

Roman Training.

In Rome as in Sparta the ideal of education appeared to be the development of the individual as fearless defender of the state with the difference that in Rome the family life was honored and the family life as such was an integral part of the social organization as it was not in Sparta.

Racing, riding, discus-throwing, wielding of the lance, and swimming were the natural exercises which prepared for the later life of action in field and camp. In the practice-racing the young men must run in armor twice as heavy as that used in actual warfare, to end with a plunge into the Tiber, so that the feat of Horatious at the Bridge seems quite a natural outcome of previous training.

The spirit of animating the physical training of a people appears very clearly in their festivals. In Greece, the character of the competitive exercises at the Olympian and other games, while strenuous, was at the same time permeated by a certain restraint and appreciation of proportion and the beautiful. There was nothing to arouse the savage instincts of man. All made for beauty and there was joy for the contestants as well as for the onlookers.

The festivals at Rome were of a sterner character that came to a climax finally in the gladitorial combats in which life and death were so often at stake and in which blood and carnage aroused all the most cruel passions of a people. Actual physical conquest was what was best appreciated and gloried in by these conquerors of the world. Dr. Harris points out the relation between these contests when at their best and the moral ideals of the people. The violent struggle between two opponents expressed to the eager onlooker the inner spirit of his race; their joy in the conquest of the will over all obstacles.

As luxury and love of ease developed in Rome the training in these severe bodily exercises declined, enervation of mind and body followed and the once rulers of the world lost freedom of mind, and limit with control of body.

Mediaeval Times.

During the days of chivalry, physical training was confined largely to the higher classes, to the knights who must be trained for deeds of daring; the festivals at which feats of strength and prowess took place assumed the form of the tournament in which many took part or the joust in which there were two contestants.

The training of the youth involved practice with the sword, lance, and the like. He must learn the management of the horse skilful and was also trained in the fasting and self-control in all respects, including courtesy to the enemy.

The Christian spirit gave an element of grace and of magnanimity not found in earlier days. The warrior of this day scorned the idea of any book-learning for himself, however, thus differing from the soldier of Greek and Roman days.

The Modern Movement.

With the invention of printing came a return to book-learning and this time for peasant as well as for noble. Luther, who, espoused the cause of education for the people, included practice in musica and in chivalric games as among the necessities of a complete education.

Rousseau recommended a return to the Greek gymnasium and Basedow incorporated such training in his school at Dessau as did Salzmann in his school.

Gutsmuth did much to organize and ---larize the gymnasium in Germany. In 1786 he supervised the gymnasium of Schnepfenthal, but it remained for Jahn to organize and stimulate the movement that its spirit permeated all of Germany and spread to countries far beyond. As the work and influence of Vater Jahn are but little known to the average American teacher we will devote some pages to the man whose faith and enthusiasm and public spirit has inspiration for us today.

Friedrich Ludwig Jahn, popularly known by his grateful countrymen as Vater Jahn, was the father of the modern gymnasium, being the first to establish it in a national scale.

He was born at Lanz, near Wittenberg, Germany, in 1778, two years later than the Swedish Ling.

Jahn studied at the University of Halle, in the divinity school. His fine and deep nature was troubled by the idleness, drink and duelling characteristic of the many students' societies and he opposed them vigorously, which naturally aroused the antagonism of those criticized, however justly. Jahn studied in other universities as well.

When twenty-two years old he wrote a paper on "The Promotion of Patriotism in the German Empire," and organized the Burschenschaft, a form of society devoted to intellectual culture and natural, wholesome pleasure to replace the less worthy ones. The colors chosen, black, red and gold, were long the emblem of unity and liberty, especially during the crucial year of 1868.

In 1810 he wrote another patriotic paper on "German Nationality" and this year he also drilled companies of boys in the physical exercises he was evolving. The Napoleonic crisis was alarming the Germany of so many separate states.

A year later, with the approval of the non-threatened government, Jahn opened in Berlin his gymnasium, the **Alma Mater,** as has been said, of all gymnasia in Germany.

He served with Lutzow's Jaeger in 1813, was with those who entered Paris in triumph, and was held in such esteem that he was consulted concerning the organization of Germany.

He continued to develop his system of physical education or Deutsche Turnpunst, as he called it in 1816.

His gymnasia had been planned originally as places where along with the physical training would be inculcated a spirit of unity and love for the fatherland. But the contagious enthusiasm and courage of the founder was caught up by the pupils; the love of country and spirit of unity proceeded hand in hand with the desire for political freedom. This awoke the pears of the near-sighted, ever-suspicious and arbitary government and the man who was beloved by the youth all over the country wherever his influence reached was arrested as a demogogue. When fears of a French invasion died away and a united Germany seemed no longer necessary, he was kept in durance from 1819 to 1828. Banished to Freiburg, he was prohibited to teach or live near a college. It was not until 1860 that he was restored to liberty.

This treatment by Germany of one of her truest patriots, remind kindergartners of how Froebel, he of the most truly religious spirit, was misunderstood and feared by the same Prussian government.

Upon Jahn's return, however, a national subscription was taken up by the appreciative people and this gave him a home.

He was later a member of the first German parliament, held at Frankfort, but Germany was not ready yet to appreciate her prophet. Again the stirring of the people for self-expression was misunderstood and Vater Jahn died in 1852 with his great hopes for a united fatherland unrealized. If he could but have foreseen the events of 1871 that brought about the fulfillment of his dearest wishes! If he could have foreseen how his gymnasia were to influence for good not only Germany but countries far beyond her borders!

The gymnasium, as planned by Jahn, was first brought to America in 1825 by Cogswell and Bancroft where it was established at Northampton, Massachusetts, as a part of the regular instruction.

An interesting and valuable book was published at this time, being a translation by Charles Beck of the book written by Jahn in elucidation of his system. Beck, among other reasons for its introduction sees in it "the advantages derived by a re-

public from gymnastic exercises uniting in one occupation all the different classes of people, forming a new tie."

He sees in it also "the practical application of single exercises for particular pursuits and occupations."

He states the difficulties found in translation, as there are many words used by the German writer for which he can find no equivalent at the time in English, altho he prophesies that such needed words will in time become a part of the English language.

To those of us who may have thought the modern gymnasium as a gradual evolution from a simpler form it is a revelation to read of the innumerable exercises described by Jahn and of the many kinds of apparatus devised by him. The single bar, the parallel bars, the vaulting-horse, and other devices were of his invention. The variety of exercises and the variety in the variety are also a surprise. Walking alone, is given a number of paragraphs and several kinds of running are recommended. Among these we find running in straight lines, in turning of sharp angles and running around trees and posts at abrupt angles.

Balancing is given a number of pages. The walking along a bar lying on the ground is the first step. Another names the walking along a bar (40x10 feet) suspended between posts. A small bar is placed across an excavation and later a long plank standing on edge is to be walked across.

Varied exercises are suggested for practice when standing on one leg. Among these is the putting on of the coat, while thus balanced.

Practice of many kinds with stilts and on skates is suggested. A lighter form of gymnastics is known as calisthenics which may be used either with or without apparatus. The elastic bands were for some time much used. Hoops and light dumb-bells have been used to give variety and interest. Calisthenic teachers admit the use of music which Ling did not allow in his system.

The carrying of inanimate objects is described also. First with the hands, then upon the shoulders and this is followed up with practice in carrying the human being in various positions both by one person and by several people.

Practice in shooting is recommended under given conditions with the rifle, the cross-bow and the dart. The dumb-bell exercise is also included. The use of the hoop and the slipping rope is given in some detail. And among other things that might well be used today is practice in climbing; climbing up and down ropes and climbing up posts.

In conclusion, this interesting old volume gives some suggestions for gymnastic games which demand many players and permit of no idle onlookers, and which also necessitate "a fair proportion of labor and rest."

The attempt at this time to introduce the German gymnastic system into the public schools failed altho several others besides Beck and Cogswell and Bancroft were interested in such efforts.

The Swedish Movement Cure.

In 1860 J. D. Philbrick, superintendent of the Boston Public Schools, expressed the need of some kind of physical training in the schools of the city. A committee of five of the ablest men of the school board was appointed to study up the situation and after due investigation they recommended the introduction of the Ling system of Swedish gymnastics under a competent teacher and with daily practice. It required no apparatus, and exercised the head, trunk, chest and limbs in wise moderation, imparting life and vigor to the listless children. This recommendation, however, was not followed.

Mrs. M. Hemenway of Boston had been interested in the introduction into the schools of cooking, sewing, and also of physical culture. In 1888 she employed a graduate of the Royal Central Gymnastic Institute of Sweden to teach classes formed from among the teachers in the public schools.

Just who was this Ling and what was his system?

Peter Hendrik Ling was born in Ljunga, Nov. 15, 1776. Left an orphan while very young, and so without a home, he traveled in Europe apparently in aimless fashion, and often in want. But meanwhile he mastered several languages.

Attacked by gout in the elbow he took fencing lessons thinking to cure it by exercise. The gratifying results led him to extend the idea. Other diseases also might

yield to proper exercises. He became proficient in a knowledge of anatomy and physiology and with the aim not only of destroying disease but eventually of preventing it. He thereupon invented exercises for the harmonious development of all classes including children and soldiers.

He became professor of fencing at Lund University in 1805 and later in the Military Academy at Carlberg. In 1813 the Royal Central Institute of Gymnastics was established at Stockholm to extend the application of his theories. This he directed until his death in 1830. To him was accorded the rare honor of being made a member of the Swedish Academy and a Knight of the Order of the Grand Star. He is one instance of a prophet whom his own country recognized in time to express its sense of obligation.

What was the underlying principle of this institution which not only treated patients but trained normal students?

It was based on the proposition that the object of educational gymnastics is to train the pupil to make his body subservient to his will. To achieve this, regular practice was necessary according to a certain flexible system, which would give in return, activity, dexterity, health, strength.

There were in the institution three departments, a medical, military, and educational. In the selection of exercises the needs of nerves, muscles, internal organs, and blood vessels were all duly considered.

No apparatus, as has been said, is required for the Swedish gymnastics altho it may be desired later. There is a regular order for each day involving, so carefully is it planned, the exercise of the whole body. Each "day's order" is progressively arranged with some specific end in view." The end has been seen and the attainment provided for," but such a variety of movements has been developed that the exercise need never become stereotyped. The teacher has a number of different ones to draw upon to meet any one particular need.

There is a return after every series to the "fundamental position" which in itself is a good thing as the taking of this position alone involves a relation of the parts of the body to each other, that makes for health.

All of the movements are done in response to words of command. And there is no musical accompaniment, as Dr. Ling believed that the rhythm of music and the rhythm of movement did not always accord.

Among the merits claimed for this system if regularly pursued are, that the exercises are light, simple, safe, comprehensive, varied and lively. All parts of the body are taken into consideration, leading to symmetry and proportion in the body. Control of the body is learned and the habit of prompt obedience to the words of command has a high ethical value.

Gymnastic exercises with the arms, legs, trunk, etc., are familiar to many of our teachers but unfortunately few of them know thoroughly the principles underlying the Swedish system so that undoubtedly much of the benefit dependent upon an intelligent adhesion to the course is lost.

One form of calisthenics was that introduced by Frencois Delsarte (1811-1871). He was a native of France who taught dramatic expression and devised exercises which would put a speaker in such perfect control of his body that it would respond to every slightest change in feeling and perfectly express the real spirit that dwelt within the body. Altho his system as such is not now taught to any great extent, his principles have influenced not only the methods in schools of acting but our physical training as well. The ease and grace and beauty of movement upon which he insisted did much to modify the more violent exercises of the formal gymnasium.

Jui-Jitsu.

One of the most recent departures in the matter of physical training is that which has been imported from Japan and is known as jui-jitsu (jew-jitss, with accent on the first part of the word). Detailed directions for this form of training with many illustrations, from photographs are given in an interesting and valuable book by H. Irving Hancock, called "Physical Training for Children by Japanese Methods." We learn that jui-jitsu has been practiced in Japan for 2500 years. Originally it was the prerogative of the samurai only, the men corresponding to the rank of knights in mediaeval history. But now soldiers, sailors and policemen are obliged to take a government course in this system which makes for strength, endurance and agility.

The essential principle of jui-jitsu as pointed out by Mr. Hancock is found in the "resistance of the muscles." Usually two people must work together. The pressure

of the muscles used by one in any given exercise is resisted by the use of the same muscles in the opponent.

The author is explicit in reiterating certain directions necessary to insuring complete mastery of the exercises without injury to the body.

For the sake of clearness he throughout speaks of one of the contestants, the more aggressive one, as the assailant; the more passive one he names the "victim."

Over and over again is repeated the necessity for taking deep breaths at frequent intervals; the severer exercises are to be varied by lighter ones; warning is given against too vigorous or too prolonged use of any set of muscles. The strength must never be used to the limit of endurance but **moderation, moderations** is continually insisted upon. As a result the athlete never suffers as do our own, from being "muscle-bound." Jui-jitsu, it is claimed, presents no danger to muscles, tendons or ligaments.

Mr. Hancock claims that jui-jitsu makes for the strength of muscles of the back as do none of our own games or exercises excepting foot-ball. This accounts for the fact that so many children are able to run, leap and perform other athletic "stunts" but fail when it comes to actual lifting or carrying. A small, under-sized Japanese can out-march our own soldiers and an under-sized citizen of the Mikado's race can lift burdens that our giant porters quail before; all on account of the training of jui-jitsu.

The writer suggests that twenty minutes a day might well be given to these exercises or if that is impossible in our schools that twenty minutes three times a week supplemented by practice at home might suffice. He claims that six weeks of the preliminary exercises will produce better results than a year of ordinary gymnastics.

One chapter suggests light exercises for those children who may be weak from any cause and therefore unable to do without danger the heavier training.

When somewhat advanced the child is taught to do some thinking for himself. He is asked why certain exercises are given; he is questioned as to the feeling in his muscles after certain work, etc., and as a partial basis for this examination instruction should be given for four or five minutes a day upon the anatomy of the body, etc. The training is supposed to continue throughout the period of the grade, the high school and college.

The book is certainly interesting and suggestive. All physical culture teachers would read it with profit. The children would be benefitted by such a course under a careful and efficient teacher, especially if it were supplemented by our own athletic training it makes for all-round development. But unless taught by a judicious instructor physical harm might result as with any course in which the children are tempted to overtax, by unwise ambition, the capacity of certain muscles or tendons.

Mr. Hancock has studied under the most expert teachers of Japan. The spirit of his book is contagious.

Since the era of child-study conscious physical education has taken new strides forward and has been influenced from several directions.

Froebel, in his Mother-Play, realized the need of more or less directed exercise from the beginning and every little song and game has its physical accompaniment, employing the fingers, the arm, the little limbs or the entire body, as the case may be.

An outgrowth of this are the various books now published giving suggestions for many of the fundamental exercises planned by Ling and others but which borrow help from the wings of the imagination. The little children in the primary are no longer told simply to raise the arms, "one, two, three," etc., or to raise on "toes," but a spirit of play is added that makes for joy and health. They reach upward to pick the apples from the tree or jump up and down like a rubber ball. They sway like the trees in the wind or fly like the birds or hop. (See Miss Hofer's series in the current volume of the Kindergarten-Primary Magazine.) Within the last month has come from England a charming play-drill book "A Series of Useful Physical Movements for Young Children." (See book review columns). Here mind and spirit are called in to help in securing control of the body. The spirit of joy radiates in content and method. And in this respect the book is characteristic of the modern point of view in educational theory and practice.

This use of the play spirit in kindergarten and the primary grades in directing the activities of the body is thus recognized as

important in securing the best physical results. The imagination has its part to play in body development.

This appears to be the line of march in the lower grades.

One comparatively new line with the older children in the grades of the New York Schools is that represented by the New York Public Schools Athletic League which was described in the Kindergarten-Primary Magazine of last year. The chief merits of this plan for physical development among children is that it insists upon a certain degree of scholarship in those engaging in the contests as well as a standing in character, and also, the aim is to increase athletic practice among the mass of the pupils instead of permitting them to enjoy such exercise vicariously as mere onlookers.

There is some disagreement as to whether the best results come from confining the contests to children of different classes within one school or whether it is wise to allow competition with other schools.

In all such training the presence and direction of a skilled and sagacious teacher is of the utmost importance to prevent the ambitious child from overstrain, and to understand just what special development a certain child may need.

Those in charge of the Girls' Branch of the League have recently expressed disapproval of folk-dancing before the general public as developing too much self-consciousness and tending to a love for the stage. They are striving to cultivate a joy in the exercises for their own sake. Inter-school competition is condemned for the same reasons.

The Playground Association of America has just met in New York and that, too, is an expression of the new way in which our era is attempting to bring to the child the physical control and the perfect health so necessary to the all-round human being. The modern playground is equipped with the apparatus that makes it partake largely of the nature of an out-door gymnasium and in the well-managed playground the trained teacher is always present.

Father Jahn urged his gymnastic training for the sake of the Fatherland and the ideal of political liberty. We must little by little instill in our children the feeling that the physical beauty and control of the body are not for the gratification and joy of the individual alone, but that the state gives all these opportunities of developmen[t] that the child may better serve his countr[y] and his neighbors.

The growing luxury in the lives of th[e] very wealthy tends to enervation and self indulgence. Whitman sounds a warnin[g] cry in his call, to beware of delicatene[ss] an[d] ease and self-indulgence.

Better the little iron bedstead of th[e] sturdy old Kaiser Wilhelm of Germany tha[n] the luxurious baths and downy cushion[s] that tempt the young men of the metropoli[s] to lives of ignoble ease in these days whe[n] the old world needs so much the help of th[e] best brains and bodies that the youth ca[n] give.

We need to multiply our Turn-Verein[s] and gymnasiums and our playgrounds man[y] times over and to stimulate a desire for th[e] sound body as the home of the sound min[d] and the gracious spirit.

NATIONAL EDUCATIONAL ASSOCIATION. CLEVELAND, OHIO.

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TUESDAY MORNING, JUNE 30TH.

Topic: The Kindergarten Program.

1. Fundamental factors in the Making of Kindergarten Curriculum—Earl Ba[rnes], Lecturer for The American Society for [Ex]tension of University Teaching, Philade[l]phia, Pa.
2. The Child's Growth Stage as a Factor—Frances Cook Holden, Redlands, Cal.
3. The Factor of Environment—Alice F[.] Temple.
4. The Growth of Ideals and Principles. Ho[w] shall the Program work towards th[is] Growth?—Luella Palmer, Speyer Scho[ol] Kindergarten, New York City.

WEDNESDAY MORNING, JULY 1.

Joint session of Department of Kindergarte[n], Elementary and Art Education.

Topic: Art in the Kindergarten and Primar[y] Grades.

1. The Art Impulse: Its early Forms an[d] Relation to Mental Development—Lillia[n] S. Cushman, Instructor in Art, School [of] Education, the University of Chicago, Ch[i]cago, Ill.
2. Drawing in the Kindergarten—Alice H[.] Putnam, Superintendent of Chicago Froebe[l] Association, Chicago, Ill.
3. The Use and Abuse of Design—Mae I[.] Higgons, New York Kindergartens.
4. Motive and Method in Elementary Scho[ol] Drawing—Beatrice Witler.

THURSDAY MORNING, JULY 2.

Round Table Session in connection with th[e] National Society for the Scientific Study of Edu[]cation for the discussion of The Kindergarten an[d] its Relation to Elementary Education.